



oejqs

OBSERVATOIRE NATIONAL
DE L'ENFANCE,
DE LA JEUNESSE
ET DE LA QUALITÉ SCOLAIRE



THE SITUATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN INCLUSIVE EDUCATION IN LUXEMBOURG

TOPICAL REPORT PART A

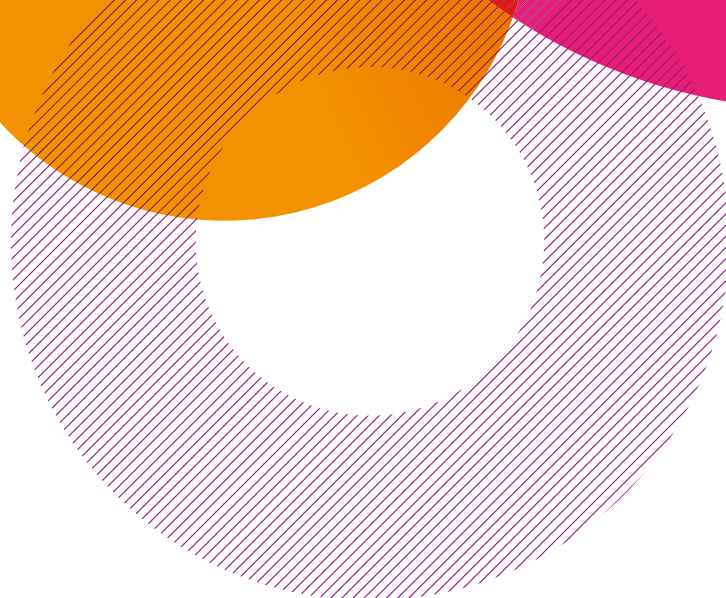
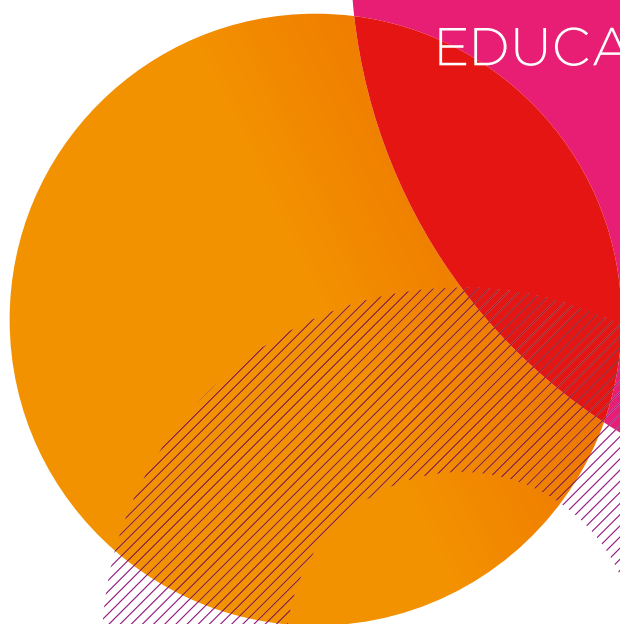
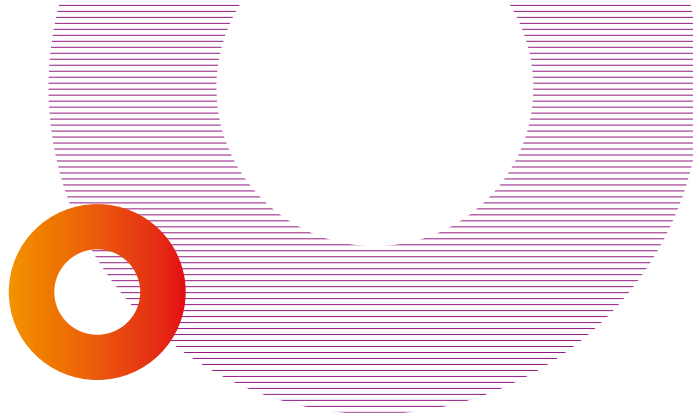




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Abbreviations

A-EBS	Assistant pour élèves à besoins spécifiques (Assistant for pupils with special educational needs)
ATVA	Agence pour la transition vers une vie autonome (Agency for the transition to independent living)
CAR	Commission des aménagements raisonnables (Reasonable accommodations commission)
Competence centres	Centre(s) de compétences en psycho-pédagogie spécialisée (Competence centre(s) for specialised psychopedagogy)
CI	Commission(s) d'inclusion de l'enseignement fondamental (Inclusion commission(s) for primary education)
CIS	Commission(s) d'inclusion scolaire de l'enseignement secondaire (School inclusion commission(s) for secondary education)
CNI	Commission nationale d'inclusion (National inclusion commission)
DAP	Diplôme d'aptitude professionnelle (Vocational aptitude diploma)
DEPP	Direction de l'évaluation, de la prospective et de la performance (Directorate for evaluation, forecasting and performance)
DGI	Direction générale de l'Inclusion (General directorate for inclusion)
EBS	Élève(s) à besoins spécifiques (Pupil(s) with special educational needs)
EF	Enseignement fondamental (Primary education)
ES	Enseignement secondaire (Secondary education)
ESEB	Équipe de soutien des élèves à besoins éducatifs particuliers ou spécifiques (Support team for pupils with specific or special educational needs)
I-EBS	Instituteurs spécialisés dans la scolarisation des élèves à besoins éducatifs particuliers ou spécifiques (Specialised teachers for pupils with special educational needs)
IS	Intervenant spécialisé attaché à un Centre de compétences (Specialist practitioner)
ISA	Intervention spécialisée ambulatoire (Specialised ambulatory intervention)
MENJE	Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse (Ministry of Education, Children and Youth)
OCDE	Organisation for Economic Co-operation and Development
OEJQS	Observatoire national de l'enfance, de la jeunesse et de la qualité scolaire (National Observatory for Children, Youth and School Quality)
ORK	Ombuds Comité fir d'Rechter vum Kand (Ombuds Committee for the Rights of the Child)
PEI	Plan éducatif individualisé (Individual education plan)
SCRIPT	Service de coordination de la recherche et de l'innovation pédagogiques et technologiques (Department for the Coordination of Educational and Technological Research and Innovation)
S-EBS	Service de la scolarisation des élèves à besoins spécifiques (Department for the schooling of pupils with special educational needs)
SePAS	Service psycho-social et d'accompagnement scolaires (Psycho-social counselling and school support service)
SNEI	Service national de l'éducation inclusive (National service for inclusive education)
SSE	Service socio-éducatif (Socio-educational service)

Note that inclusive language has not been applied within this document, to avoid hindering smooth reading.

In the following text, the masculine form is used to designate both males and females.

OVERVIEW OF HOW THE EVALUATION PROJECT WAS CONDUCTED

EVALUATION PROJECT



oejas



UCLouvain

QUESTIONNAIRES

Easy language	Pupils with special educational needs
FR, DE, LU, EN, PT, SER	Parents of pupils with special educational needs
FR, DE, LU, EN	Teachers (EF + ES)
FR, DE, LU, EN	Presidents of the CI, CIS and Directorates of the CC
FR, DE, LU, EN	Members of the ESEB, I-EBS and specialist practitioners of the CC

SEMI-STRUCTURED INTERVIEWS WITH THE ACTORS IN EDUCATIONAL POLICY

FOCUS GROUPS

- Directors of the CC
- Members of the CNI
- Presidents of the CI
- Presidents of the CIS

PRELIMINARY INTERVIEWS

- Educational mediation service
- Trade unions and associations (SEW, SNE, APES, FEDUSE, APCCA, Zefi...)
- OKAJU
- National representation of parents
- DG Inclusion
- DG Primary education
- DG Secondary education
- College of directors for EF, ES and CC

ANALYSES AND RESULTS

TOPICAL REPORT A

TOPICAL REPORT B

RECOMMENDATIONS RESULTING FROM THE TOPICAL REPORT PART A

- Recommendation 1 :**
To collect, centralise and make available individual and contextual data on young people for whom an inclusion plan has been introduced.
- Recommendation 2 :**
To define the procedure for implementing an inclusion plan in Luxembourg and to rethink the procedures related to diagnosis, including the reference person's key role in following up on an inclusion plan.
- Recommendation 3 :**
To guarantee networking between human resources, taking into consideration the specific skills of each actor, and ensuring both the transfer of information and clarification of each person's role and duties.

RECOMMENDATIONS RESULTING FROM THE TOPICAL REPORT PART B

Publication in autumn 2023

Preface

A society's greatness is expressed particularly in the consideration and support it gives to its most vulnerable citizens.

Educational systems play a vital role in this respect, since inclusive education provides the foundations for an inclusive society that accepts and encourages diversity and thus also reinforces equal and equitable opportunities.

Every country has its own definition of diversity, equity and inclusion and its own way of conceptualising them. Consequently, there are numerous definitions for those three notions which reflect the history, priorities and pedagogical objectives of each country.

With the United Nations' Convention on the Rights of Persons with Disabilities, signed in 2007 and ratified in 2011, Luxembourg made a commitment to shoulder its responsibility on the subject of inclusion.

Since then, a number of reforms have been initiated and implemented at a legislative level.

The reforms have formulated a series of objectives in favour of the best possible approach to inclusion and have defined the structures and processes aimed to achieve the objectives set out on the path to inclusion.

In addition to legislative amendments and developments, the implementation and practical application of the latter represent a vital step towards achieving inclusive education.

Such a step requires both an holistic approach and collective efforts by all of the parties involved.

Even if politicians can create a framework and conditions that favour equity and inclusion, its implementation within the school environment is the key to what pupils experience in the classroom on a daily basis.

In this sense, it is of fundamental importance to evaluate the extent to which the set objectives have been achieved thanks to the structures, processes and measures defined.

The Observatory's main mission is to help political decision-makers to make decisions founded on concrete facts based on the results and analyses it provides.

It is within this context that the Observatory is publishing this topical report on the situation of pupils with special educational needs in Luxembourg, with a view to gaining a better understanding of and analysing the issues inherent in the implementation of inclusive education.

With this report, we hope to contribute to an objective social debate.

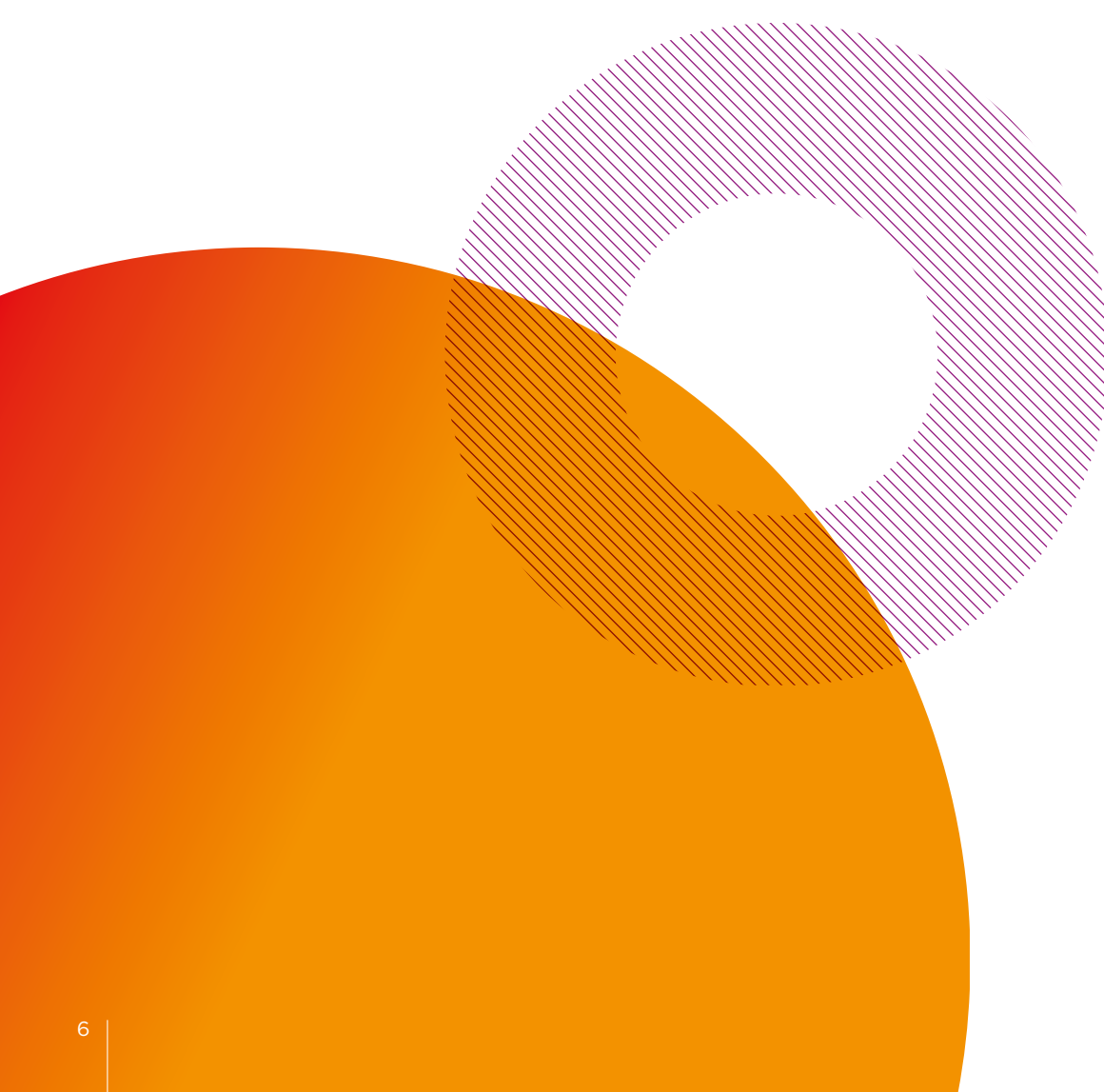
Walferdange - May 2023
On behalf of the presidency
Jean-Marie Wirtgen



Thanks

We would like to thank everyone who participated in this research by agreeing to meet with us for interviews or by responding to our questionnaires.

Thank you for the precious time you devoted to this.



1. Introduction

The National Observatory for Children, Youth and School Quality (OEJQS), established by the Law of 13 March 2018 creating a National Observatory for Children, Youth and School Quality, as amended, is an institution placed under the authority of the minister responsible for education, children and youth. The OEJQS is *“independent with regard to the choice of its observation tools, the findings resulting from its research or its observations and the recommendations made in its reports”* (OEJQS, 2023, p.5).

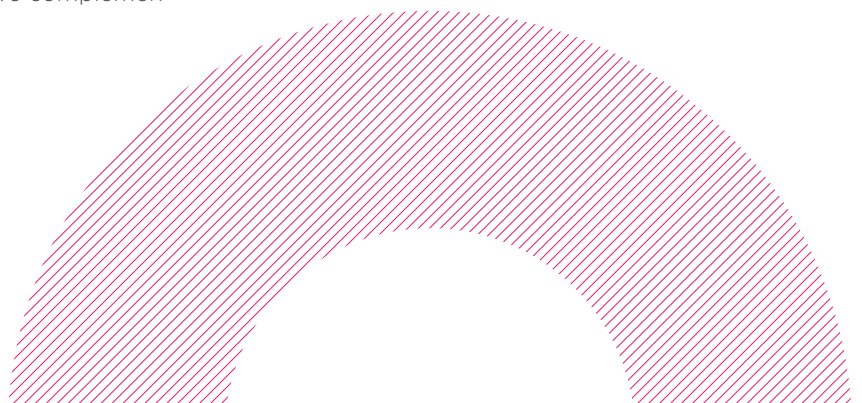
The primary task of the educational quality section of the OEJQS consists of *“the systemic evaluation of the quality of teaching provided in the education system, in order to promote the development of school quality in Luxembourg”*. The topic of inclusion (inclusive education) is part of various topics that have been identified as a priority by the OEJQS and which have been validated by the minister responsible for education.

In view of the multitude and diversity of the legislative reforms and changes introduced within the field of inclusive education over the past few years in Luxembourg, the Observatory has recognised the need for an in-depth analysis of the situation of pupils with special educational needs in Luxembourg, by bringing to light the methods for implementing inclusion within the education system and by analysing the conditions to be met to ensure the success of these inclusion projects.

In order to conduct a study of the efficacy of inclusive education in Luxembourg’s public schools (éducation de l’efficacité de l’éducation inclusive dans les écoles publiques du Luxembourg - EIEPL), a collaboration agreement was concluded for the years 2021-2023, with the University of Louvain (Faculty of psychology and educational sciences (PSP), and the Psychological Sciences Research Institute (Institut de recherche en sciences psychologiques - IPSY). The research project resulting from this collaboration aims to analyse the recently-reformed inclusive education system and to clarify the situation of pupils with special educational needs within mainstream education in Luxembourg in order to identify which factors facilitate or hinder the inclusion of and care for pupils with special educational needs. To assess the efficacy of inclusive education, this project aims to evaluate to what extent the schools’, families’ and the pupils’ own needs for competence, autonomy and affiliation are being satisfied. This approach was favoured because, according to the theory of self-determination (Ryan & Deci, 2000) the more these needs are satisfied, the more individuals develop intrinsic motivation and self-determination skills, leading to a level of satisfaction and personal efficacy. The year 2021 made it possible to define the issue, to refine the research questions and to draw up different questionnaires for the attention of the relevant actors and school partners. Questionnaires adapted for the Luxembourg context were distributed to the various actors in mid-2022. The data collection was finalised in September 2022 with a series of focus groups. Since then, we have been analysing the data and interpreting the results which will be published in two complementary reports.

The results of our field study will be presented in two stages. This report constitutes part A. A second report, which constitutes part B, is expected to be ready at the beginning of the school year in 2023. Part A deals specifically with the publication of the initial scientific analyses and essential findings on the support and guidance structures (including all of the procedures related to inclusive education) and on the culture of cooperation. Part B will present the theoretical framework, the precise methodology, the results and interpretations concerning each of the factors studied within this research project.

This seems to be an opportune and useful moment to publish part A of this report, in view of the recent legislative evolutions regarding inclusion, such as the introduction of the draft law no. 8169 which provides for fundamental changes at every level. Under these circumstances, the aim of this report is to take stock of the current situation for pupils with special educational needs in Luxembourg, to present the essential findings and to make recommendations.



2. The evolution of inclusive education

In this second point, the evolution of inclusive education will be presented from a theoretical and legislative perspective. The evolution of the concept of inclusion will be presented first from a theoretical perspective, before moving on to

the legislative perspective which provides a review and a history of the laws in relation to the context of inclusive education at a national and international level.

2.1. The concept and definition of inclusion

Thanks to the initiatives taken in the last decade on a global scale (see the illustration provided at point 2.2), inclusive education is considered a human right and inclusion and education for all are becoming increasingly important within politics and education. Educational policies have provided increased visibility and attributed greater importance to the notion of inclusion over the last few decades. Nonetheless, the terminology remains broadly imprecise and varied. To this day, in Europe, there are multiple definitions of inclusion as well as extremely diverse ways of implementing the idea of inclusion.

In the literature, a distinction is made between the definitions of the terms “*integration*” and “*inclusion*” which are still the subject of a lively and controversial scientific debate, without a uniform and consensual comprehension of these terms. Several positions can be found in this scientific debate: some authors use the words “*integration*” and “*inclusion*” synonymously, whereas others make a clear distinction declaring that inclusion goes beyond integration, since it has a broader objective. From an etymological point of view, the word inclusion comes from the Latin “*inclusio*”, which means confinement. In French, the word inclusion means the action of including something within a whole, a group or the action of integrating a person, a group, to put an end to their exclusion (Larousse 2022). Integration on the other hand is derived from the Latin “*integrare*” which means “*to repair, to refurbish*” or “*to introduce an element into a whole in such a way that it becomes a constituent part*” (Larousse, 2022). The concept of inclusion finds its origin in sociology which has examined exclusion in society. The term of inclusion is considered its opposite. Inclusion and exclusion have been perceived as two interdependent poles, which are determined by each other. Thus, in sociology, we start from the principle that people are always concerned simultaneously by exclusion and by inclusion. For example, people who belong to certain sub-systems of society, but not to others. In sociology, integration is perceived as a process that enables an individual or a group of individuals to gather together and to become a member of another bigger group by adopting the system’s values and norms.

The term “*inclusion*” within the educational context of people with a disability was used for the first time at the end of the 1980s in North America. It aimed to bring together, without limitation, pupils with and without special needs and as such, its goal was to modify the educational structures with a view to creating one school for all that includes everyone, that perceives differences as a strength and supports learning by responding to pupils’ individual needs. It replaced the term “*mainstreaming*” at the start of the 1990s and the term “*integration*” since the mid-1990s.

Nonetheless, there still is considerable diversity in the range of definitions internationally. The OECD’s recent analysis of the definitions and explanations of the concepts provided by the education systems in 30 countries demonstrates the diversity between the key elements which the countries highlight in their definitions of inclusion (OECD 2023). Table 1 presents the most commonly used terms in decreasing order.

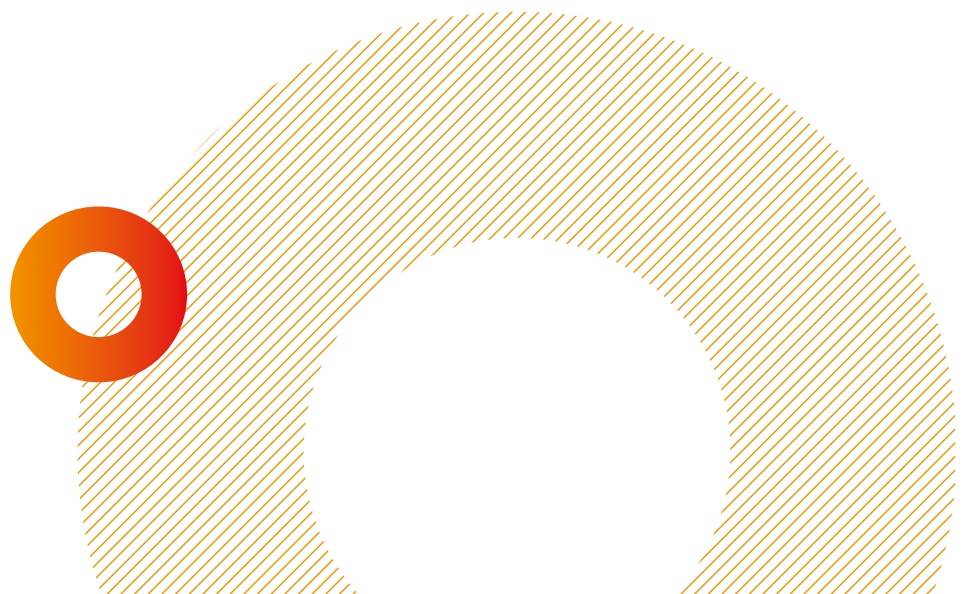


TABLE 1:

ADAPTATION OF THE TABLE SHOWING THE KEY ELEMENTS MENTIONED IN THE EDUCATION SYSTEMS' DEFINITIONS OF INCLUSION FROM THE OECD, 2022

(OCDE, 2023, p.26)

INCLUSION	
<i>Key elements mentioned in the education systems' definitions</i>	<i>Number of education systems that refer to the key element</i>
For all	20
Access/Participation	12
Students with SEN	11
Learning	10
Groups	9
Diversity	8
Discrimination/exclusion	7
Mainstream education	7
Support/Accommodation	6
Equality of opportunity	6
Barriers	6
Development	5
Social	4
Process	3
Quality	3
Differences/Gaps	2
Identity	2
Belonging	2
Participation of parents/community	2

Artiles and Dyson (2005) describe inclusion as a “*slippery concept*”, which means that its definition varies according to the systemic, socio-economic and cultural contexts. The concept of inclusion in relation to an educational context regularly refers to the inclusion of pupils, who are described according to narrower or broader versions.

The narrowest version refers to the group of pupils having special educational needs. This definition has been used since the first half of the 1990s. Even if this version occasionally included other children in a marginalised situation, there was no doubt that the target group was that of children with special educational needs.

As for the broader version, which has been promoted since the mid-2000s, it includes several groups affected by marginalisation and exclusion. Children and young people with special educational needs only represent one of the several target groups. People under threat of marginalisation and exclusion, people from ethnic, religious and linguistic minorities, people living in poverty, refugees and street children as well as people with severely limited development are also part of this broader version (Biewer & Schütz, 2016).

Despite these differences of interpretation and uses of the term “*inclusion*”, the scientific world agrees that inclusion is defined as a process and that it is not about achieving a perfect situation of inclusion, but to continually aim for its improvement (Tremblay, 2020). Nonetheless, the results of the global education monitoring report, published in 2020 by UNESCO, demonstrate that this consensus is not yet reflected on the international legislative scale. This report indeed presents an analysis of the legislations in force in 194 countries and highlights the fact that the broader view of inclusive education is still lacking within the framework of international legislation. In fact, among the 194 countries analysed, only five have laws comprising all learners, these being: Chile, Italy, Luxembourg, Paraguay and Portugal (UNESCO, 2020).

In general, the countries analysed are at different stages of developing inclusive legislative measures intended to create favourable schooling environments. Analysis of the UNESCO report shows that the legislation for which the ministries of education have responsibility, generally targets individual groups, namely people with a disability. Among the countries examined, 79% have legislation related to the education of people with a disability, 60% related to the education of linguistic minorities, 50% related to girls and women and 49% related to ethnic minorities and indigenous populations (UNESCO, 2020).

The UNESCO's report (2020) also reveals differences in the types of placement and education. Despite an increasing trend towards inclusion, countries rely on different combinations of special education and inclusion to educate children and young people with special educational needs. Four systems prevail within these countries:

- Segregation: 25% of the countries have a special education system that is separate from the mainstream system.
- Combination: 48% of countries have mixed offers, combining integration within the mainstream system and special schooling separate from mainstream.
- Integration: 10% of countries are in favour of integration, enabling pupils with special educational needs who are enrolled in the special education system to follow one or more courses in mainstream education.
- Inclusion: 17% of countries have adopted legislative measures that aim to construct an inclusive system for all learners, in particular through inclusive classes.

FIGURE 1:

BREAKDOWN OF COUNTRIES BASED ON THE EDUCATIONAL SCHEME FOR PUPILS WITH A DISABILITY AS DEFINED IN LAW, BY REGION, IN 2020

(UNESCO, 2020, p.36)

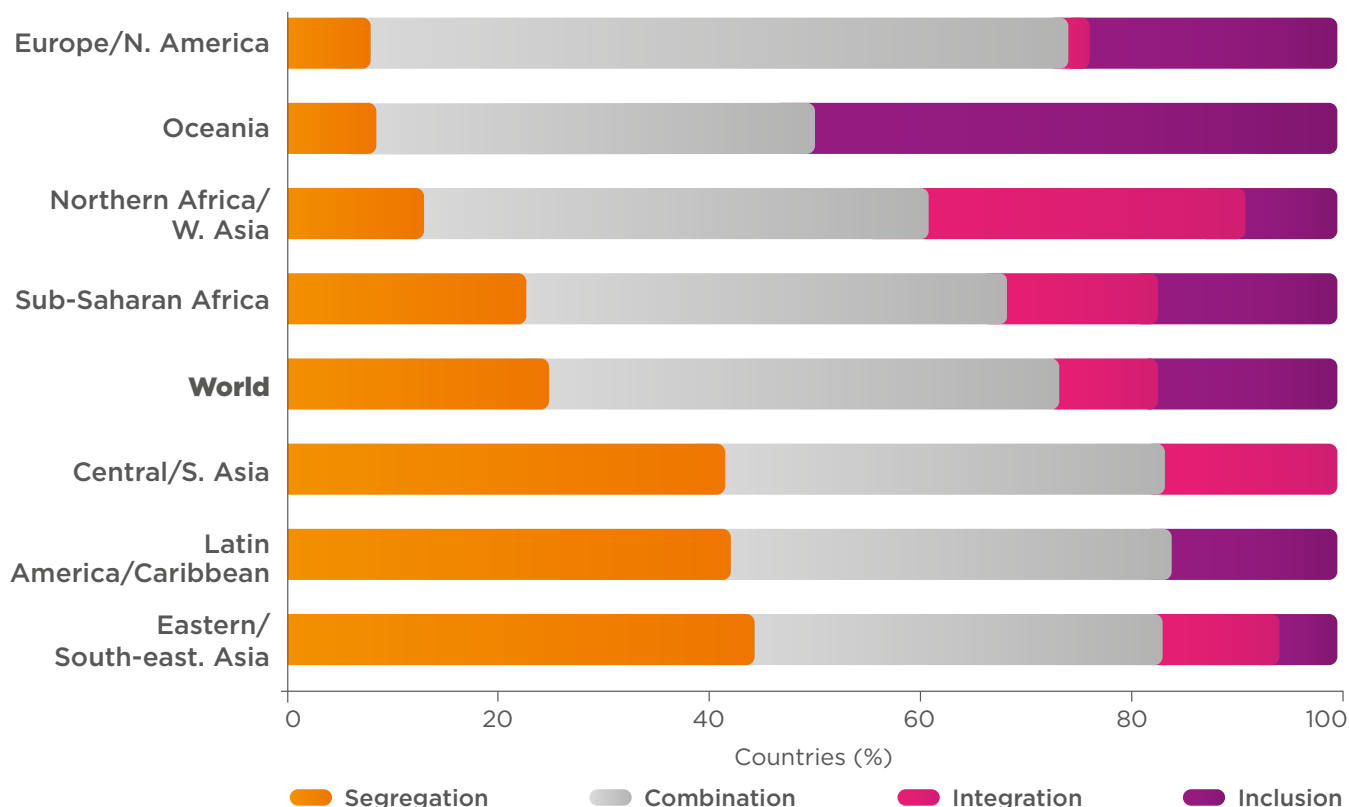
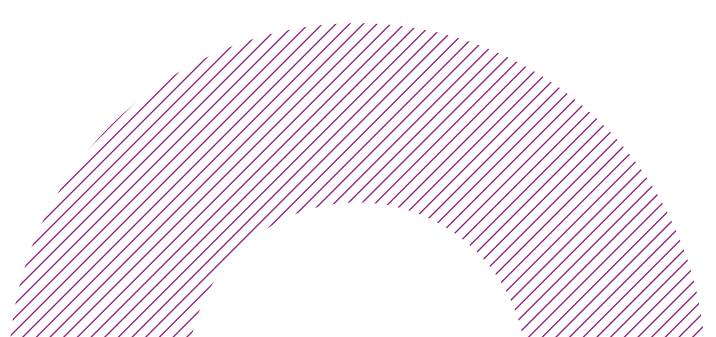


Figure 1 shows the way in which the countries implement the system. It should be noted however that there is a lack of precise definitions with regard to the terminology and what these 4 systems imply in concrete terms. For example, the fact of setting up inclusive classes is not recognised by all countries as an inclusion measure. In Luxembourg, these schemes are all applied within the education system. Nonetheless, inclusive education has evolved considerably from a legislative perspective.

In the following paragraph, we outline this evolution of the legislative context for Luxembourg from 1880 to today.



2.2. The legislative context in Luxembourg

The path to education for all has been marked by various influential international conventions and declarations which will be shown below. Certain initiatives conducted at an international level have been adopted by the countries that have chosen to transpose them into national laws, including Luxembourg. To understand the current education situation for pupils with special educational needs in Luxembourg, it is important to take into account its past and the milestones that have marked its evolution. Indeed, inclusive education has not always been a priority in this country. You have to go back as far as the 1960s to find the initial efforts on managing the diversity of pupils, through the implementation of specialist classes. But it was not until the 1990s that Luxembourg fully committed to inclusive education, in line with the principles of the Salamanca Statement of 1994.

In 2007, Luxembourg signed the Convention on the rights of persons with disabilities, which constitutes a vital step on the road to inclusion. Article 24 on the education of said convention stipulates that:

“1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- a. *The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;*
- b. *The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;*
- c. *Enabling persons with disabilities to participate effectively in a free society.*

2. In realizing this right, States Parties shall ensure that:

- a. *Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;*
- b. *Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;*
- c. *Reasonable accommodation of the individual's requirements is provided;*
- d. *Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;*
- e. *Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.”*

In the current legislation in force in Luxembourg within the field of education, there is currently only one definition of inclusion in the Law of 18 June 2018, implementing the institution of a mediation service for keeping children in school, for inclusion and for integration in education:

“Inclusion”: schooling within primary and secondary schools for children with specific or special educational needs (Art. 1 point 5).

Concerning the definition of the term pupil with special educational needs in Luxembourg's legislation, a child or young person with special educational needs is defined by the Law of 20 July 2018 creating Competence centres for specialised psychopedagogy to favour inclusion as follows:

“a child or young person who, according to the international classifications has deficiencies or difficulties or who has significantly greater difficulty in learning than the majority of the children or young people of the same age. A child or young person who is intellectually advanced and requires specialist support to enable them to fully develop their abilities or to achieve their potential is also a child or young person with special educational needs.”

The following illustration lists the main milestones of inclusive education in Luxembourg and positions them within the context of the international evolution since 1880. This is a chronological illustration that shows the introduction of national and international legislation as well as the institutions that benefit children with special educational needs in an educational context.

Luxembourg has progressively developed its policies and practices in favour of inclusive education, by putting in place additional support structures and human resources. These efforts continue today, in particular with the deposition of draft law no. 8169 on 3 March 2023, with the objective: *“to guarantee each pupil access to high-quality education through the reorganisation and restructuring of national education with a view to improving the consistency of its approach, to strengthen collaboration between the actors in the field, parents¹ and pupils, and to strengthen the support for pupils”* (Draft law no. 8169 objective of the draft law, p.114).

Essential changes proposed by the draft law no. 8169 include:

- The introduction of an assistant for pupils with special educational needs (A-EBS) within primary education
- The creation of psycho-social educational departments within secondary schools
- The creation of liaison committees for the educational staff and the ESEB staff at a primary education level
- Adapted duties for I-EBS and ESEB
- Adapted timescales for diagnosis
- An adaptation of the reference person's role
- The creation of the National service for inclusive education (SNEI)

These adaptations will be discussed in more detail in chapter 6. Please note however, that the evolutions have led Luxembourg to develop its school system in order to respond to the new needs, in particular in terms of inclusion and to fulfil certain duties related to their international commitments in particular. One of these duties consists in the collection and publication of data, the current situation of which raises a number of questions.

¹ In this instance, parents are defined as people with parental authority

CHRONOLOGY: LEGISLATIVE EVOLUTION AT AN INTERNATIONAL AND NATIONAL LEVEL AND THE NATIONAL INSTITUTIONAL EVOLUTION

1948
Universal Declaration of Human Rights (UN)

1960
Convention against Discrimination in Education (UNESCO)

Law of 20 April 1881
Exclusion of pupils with physical and mental disabilities from compulsory education

Law of 10 August 1912
Exclusion of pupils with physical and mental disabilities from compulsory education

Law of 14 March 1973 creating institutes and departments for differentiated education
Schooling of children with disabilities becomes a legal obligation

1880
Creation of the first school for deaf-mutes

1900
Creation of the first institute for blind children

1905
Creation of the first institute for children with a mental disability (in Betzdorf)

1962
The offer in the institute for deaf-mutes is extended to include a section for children with language disorders

1963
Creation of the Ligue luxembourgeoise pour les secours aux enfants, aux adolescents et aux adultes mentalement ou cérébralement handicapés asbl (Ligue HMC)

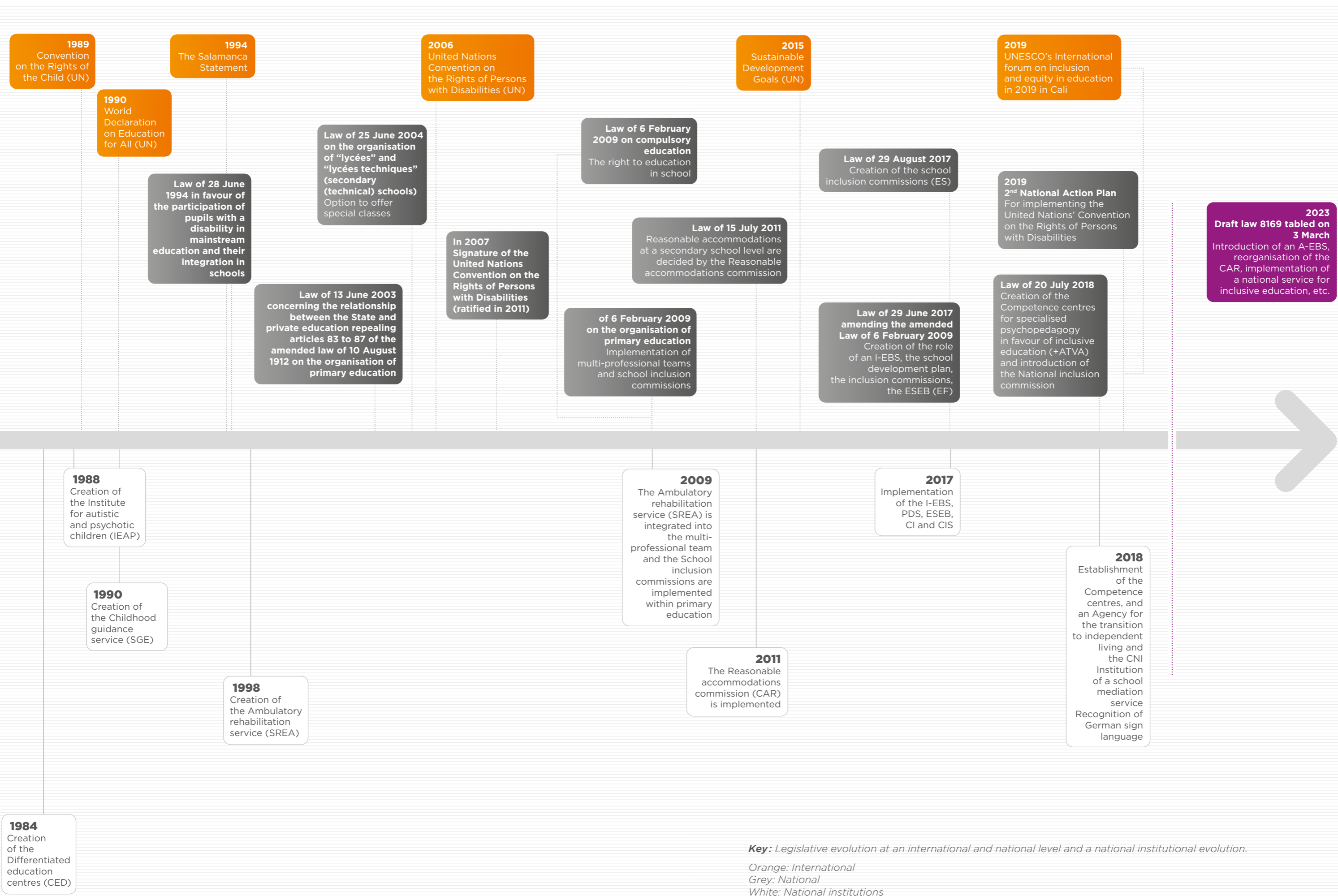
1968
The institute for deaf-mutes becomes the "Centre de Logopédie" (Speech Therapy Centre)

1973
Creation of the national medico-psycho-pedagogical commission (CMPPN)

1976
Creation of the Institute for the visually impaired (IDV)

1967
Creation of the Parents d'Enfants Mentalement Handicapés APEMH asbl

1979
Creation of the Institute for cerebral palsy (IMC)



1989
Convention on the Rights of the Child (UN)

1994
The Salamanca Statement

1990
World Declaration on Education for All (UN)

Law of 28 June 1994 in favour of the participation of pupils with a disability in mainstream education and their integration in schools

Law of 25 June 2004 on the organisation of "lycées" and "lycées techniques" (secondary (technical) schools)
Option to offer special classes

Law of 13 June 2003 concerning the relationship between the State and private education repealing articles 83 to 87 of the amended law of 10 August 1912 on the organisation of primary education

2006
United Nations Convention on the Rights of Persons with Disabilities (UN)

In 2007 Signature of the United Nations Convention on the Rights of Persons with Disabilities (ratified in 2011)

Law of 6 February 2009 on compulsory education
The right to education in school

Law of 15 July 2011
Reasonable accommodations at a secondary school level are decided by the Reasonable accommodations commission

of 6 February 2009 on the organisation of primary education
Implementation of multi-professional teams and school inclusion commissions

2015
Sustainable Development Goals (UN)

Law of 29 August 2017
Creation of the school inclusion commissions (ES)

Law of 29 June 2017 amending the amended Law of 6 February 2009
Creation of the role of an I-EBS, the school development plan, the inclusion commissions, the ESEB (EF)

2019
UNESCO's International forum on inclusion and equity in education in 2019 in Cali

2019 2nd National Action Plan For implementing the United Nations' Convention on the Rights of Persons with Disabilities

Law of 20 July 2018
Creation of the Competence centres for specialised psychopedagogy in favour of inclusive education (+ATVA) and introduction of the National inclusion commission

2023
Draft law 8169 tabled on 3 March
Introduction of an A-EBS, reorganisation of the CAR, implementation of a national service for inclusive education, etc.

1988
Creation of the Institute for autistic and psychotic children (IEAP)

1990
Creation of the Childhood guidance service (SGE)

1998
Creation of the Ambulatory rehabilitation service (SREA)

2009
The Ambulatory rehabilitation service (SREA) is integrated into the multi-professional team and the School inclusion commissions are implemented within primary education

2011
The Reasonable accommodations commission (CAR) is implemented

2017
Implementation of the I-EBS, PDS, ESEB, CI and CIS

2018
Establishment of the Competence centres, and an Agency for the transition to independent living and the CNI
Institution of a school mediation service
Recognition of German sign language

1984
Creation of the Differentiated education centres (CED)

Key: Legislative evolution at an international and national level and a national institutional evolution.

Orange: International
Grey: National
White: National institutions

3. The current data situation in Luxembourg

3.1. Obligations at an international level

Having ratified the **United Nations Convention** on the Rights of Persons with disabilities (CDPH) in 2011, Luxembourg committed to fulfil a certain number of obligations.

In effect, on the one hand, the State Parties undertake

“[...] to collect appropriate information, including statistical and research data, to enable them to formulate and implement policies to give effect to the present Convention” (United Nations, 2006, Article 31 point 1). This collection of information must also be “[...] used to help assess the implementation of States Parties’ obligations under the present Convention and to identify and address the barriers faced by persons with disabilities in exercising their rights.”

(United Nations, 2006, Article 31 point 2).

On the other hand,

“States Parties shall assume responsibility for the dissemination of these statistics and ensure their accessibility to persons with disabilities and others.”

(United Nations, 2006, Article 31 point 3).

According to this convention, Luxembourg, along with the other States Parties, undertakes to collect and disseminate appropriate information related to the rights of persons with disabilities, such as the right to schooling and inclusive education.

Furthermore, in its final observations on the report from Luxembourg, considered as the fifth to sixth periodic report, in 2021, in its general observation no 5 (2003) on the general application measures, among other things the **Committee for the rights of the child** makes reference to the following:

- a. To improve its data collection system as soon as possible. The **data should** comprise all matters covered by the Convention and be disaggregated by age, sex, disability, geographical area, ethnic origin and national and socio-economic situation in order to facilitate the analysis of the situation of all children, in particular vulnerable children;
- b. To ensure that the data and the indicators are sent to the competent ministries and are used to formulate, monitor and evaluate the policies, programmes and projects intended for the effective implementation of the Convention;
- c. To take into account the conceptual and methodological framework established in the United Nations’ High-Commissioner’s report on human rights entitled “Human Rights Indicators: A Guide to Measurement and Implementation” when defining, collecting and sharing statistical data.

(United Nations 2021; point 9)

Already in 2019, the **ORK** regretted that the Committee’s recommendations had not been entirely taken into account:

“According to the ORK, a mechanism for collecting national data, with clear instructions on what data should be collected and how it should be disaggregated, is essential to guarantee the implementation of the rights of the child in the long term. Without such a mechanism, children continue to pass unnoticed through the net of protection without us knowing where the holes are in the net and which children are passing through them. Without relevant data, it seems indeed impossible to adjust the protection measures and to make them more effective and appropriate to deal with the real problems.”

(ORK, 2019 p.18)

For its part, the Global Education Monitoring Report (UNESCO, 2020) highlights two objectives concerning the collection of data related to inclusion. First, data can highlight gaps in education opportunities and outcomes among learner groups. They can identify those at risk of being left behind and the barriers to inclusion. Second, with data on who is being left behind and why, governments can develop evidence-based policies and monitor their implementation (UNESCO, 2020).

“The evaluation of the progress towards reaching equity and inclusion goals cannot happen without robust data collections that monitor the access, participation and achievement of all learners.”

(OECD, 2023 p.314)

3.2. The collection of data in Luxembourg

During this study, we came to the conclusion that the data on children with special educational needs is particularly scarce. This information is sometimes missing entirely, incomplete or hardly reliable, a fact that has moreover been confirmed by various actors during the focus groups set up within the context of this research.

In the following paragraphs, we will explain briefly how the collection of this data works at different levels within the system.

3.2.1 Data collection at a local level

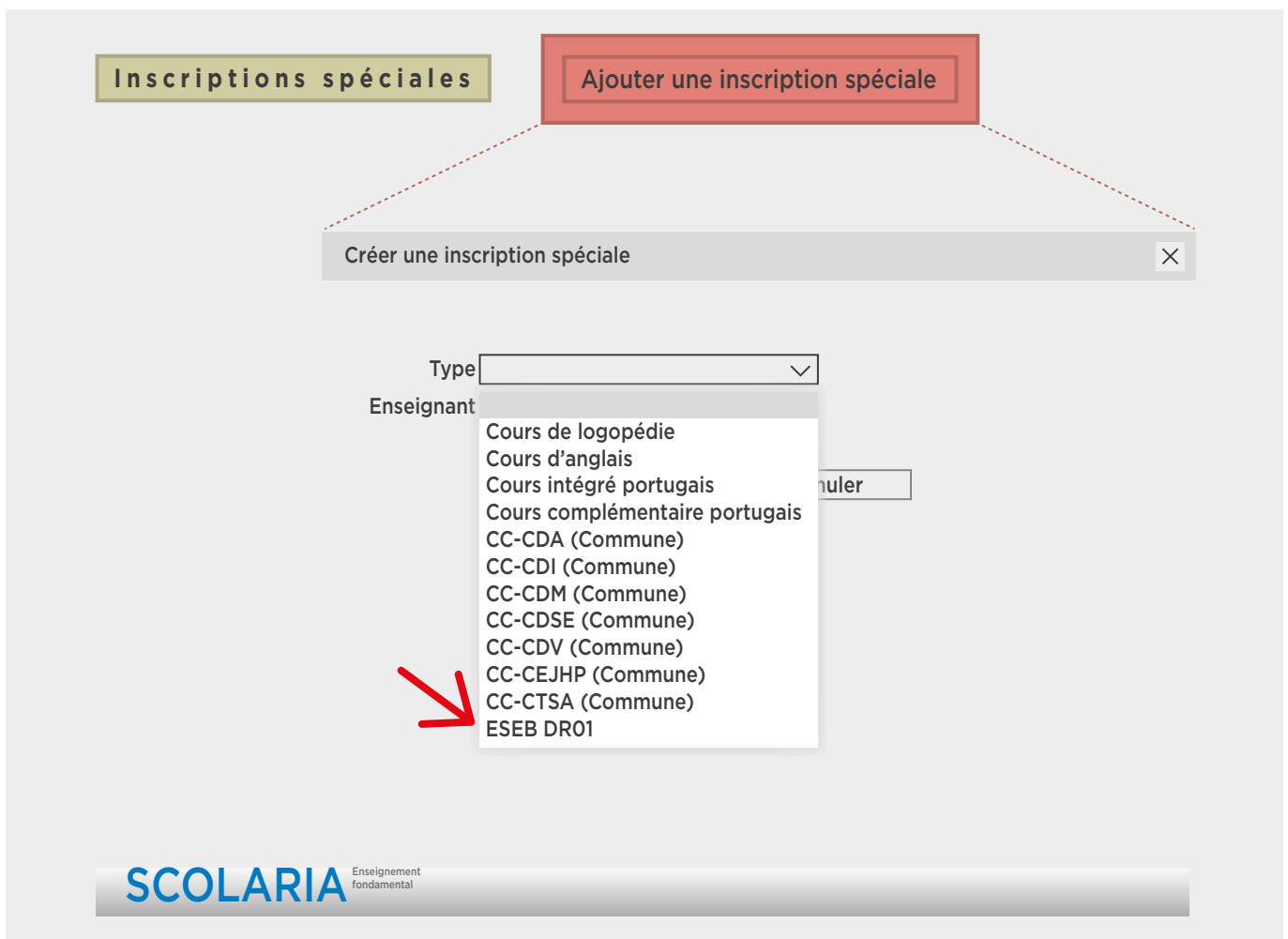
PRIMARY EDUCATION

The spring circular sent to the educational and municipal actors informs that “At the start of the school year, each class teacher registers the pupils in their class, between the 15th and 22nd of September 2023 in the “Scolaria” application. This registration will serve as the basis for the final

adoption of the school organisation by the council of the mayor and aldermen as provided for in Article 39 of the Law of 6 February 2009 on the organisation of primary education, as amended, and as a result, the final version of the school organisation 2023/2024 cannot be adopted before the 22nd of September 2023. In accordance with Article 34 of the Law of 20 July 2018 creating Competence centres for specialised psychopedagogy in favour of inclusive education, it is imperative that the **pupils who are registered at a Competence centre** are stated on the records sent by the municipalities to the class teachers and that the latter proceed with the registration of the pupils in the respective classes. In addition to this registration, in September 2023 the class teacher will enter a **special registration** in the “Pupil’s details” section to provide information on the Competence centre providing support to the pupil (MENJE 2023; see figure 2)”. However, in the case of a specialist registration, information pm support by the regional ESEB may be provided.

FIGURE 2 :

IMAGE EXPORTED FROM SCOLARIA THAT ILLUSTRATES THE PROCESS FOR REGISTERING PUPILS IN THIS TOOL ²



² Source: <https://portal.education.lu/fondamental/Aide>

SECONDARY EDUCATION

In secondary schools, pupils are registered in the 'Pupils file' (fichier élèves). However the latter does not currently provide information on any special support for the pupils.

It should be noted that at this stage the Scolaria file and the Pupils file do not provide reliable information regarding support for a pupil provided by a teaching assistant and consequently, failing systematic registration in these files, considerably underestimate the number of children with special educational needs. The quality of the file depends to a large extent on the care taken during registration and the data entered while during the pupil's school career.

3.2.2. Data collection at a regional level

In addition to the option of entering the data in the Scolaria file, an entry by the Inclusion commission would undoubtedly be beneficial, because the Commission has precise knowledge of the pupil's individual factors, of their educational context as well as any potential support.

However, in discussions during the focus groups organised within the context of this research, various actors underlined the current absence of common guidelines on this subject. Each regional directorate has its own way of working and collects the data it deems appropriate and useful.

3.2.3. Data collection at a national level

At a national level, in accordance with Article 47 of the Law creating Competence centres for specialised psychopedagogy in favour of inclusive education, it falls partly to the CNI under the supervision of the DGI,

"to collect statistics related to the schooling and the provision of support to pupils with specific or special educational needs" (art 47, point 6)

and

"to draw up an annual report on the social and educational inclusion of children or young people with special educational needs" (art 47, point 7)

However, the answer to our request to the DGI, confirmed that there was no such report.

On the other hand, one of the duties of the Department for the schooling of pupils with special educational needs (S-EBS), which reports to the DGI, is *"the collection of pertinent statistics"* with a view to promoting *"quality development"* (LEARN Newsletter 11, 2023).

It should be noted that, despite several requests from the Observatory to the DGI since 2020, the recent and exhaustive official statistics that provide information on the support offered, both at a local, regional or national level, remain fragmented or even unavailable. Recently, some figures have been provided to us by the DGI. Nonetheless, this data only reflects the current status of the support provided to pupils with special educational needs on 1st March 2022, and does not give any information on individual aspects such as the age, sex, the type of special needs or others. This data was collected using a form which the CNI sent to the inclusion commissions in primary education (CI) and those in secondary education (CIS) as well as to the Competence centres. The form specifically asked the inclusion commissions about the exact number of pupils benefiting from support provided by the members of the ESEB, a Competence centre, both or neither.

An analysis of this data has revealed that the figures received vary considerably:

At a primary education level, the data from the 15 regional directorates that was made available to us (situation on 1st March 2022) indicates that:

- The number of pupils that benefit from one or more support measures provided by one or more members of the ESEB (assistance in the classroom or other) varies between 37 and 445 across the 15 regional directorates.
- The number of pupils that benefit from one or more support measures provided by one or more Competence centres (specialised ambulatory intervention or other) varies between 0 and 152 across the 15 regional directorates.
- Whereas the number of pupils that benefit from one or more support measures provided by one or more members of the ESEB as well as from one or more support measures provided by one or more Competence centres, varies between 19 and 140.
- Finally, the number of pupils without any provision of support, for example due to a lack of resources or a lack of agreement between the legal representatives, varies between 0 and 295 across the 15 directorates.

The total of these four categories varies between 58 and 512 pupils across the regional directorates.

At a secondary education level, the data for 36 secondary schools that was made available to us (situation on 1st March 2022) indicates that:

- The number of pupils benefiting from one or more support measures provided at a secondary school level varies between 0 and 109.
- The number of pupils that benefit from one or more support measures provided by one or more Competence centres (specialised ambulatory intervention or other) varies between 0 and 15 across the 36 secondary schools.
- The number of pupils that benefit from one or more support measures provided at a secondary school level as well as from one or more support measures provided by one or more Competence centres, varies between 0 and 42.
- Finally, the number of pupils without any provision of support, for example due to a lack of resources or a lack of agreement between the legal representatives, varies between 0 and 68.

The total of these four categories varies between 3 and 141 pupils across these 36 secondary schools.

The 8 Competence centres did provide information on the number of specialised diagnoses between 1st September 2021 and 1st March 2022, as well as on the number of pupils that benefit from a specialised ambulatory intervention; all other types of specialist support and, where applicable, special schooling (situation on 1st March 2022).

Furthermore, they provided information on the number of measures provided by the Centre in relation to:

- Special schooling in one of the centre's classes only
- Special schooling in one of the centre's classes and simultaneously and additionally in a class at a primary or secondary school
- Specialised ambulatory intervention
- Rehabilitation and therapy
- Specific learning workshops
- Advice and guidance for professionals
- Parental advice and guidance

Data provided by the Competence centres indicates that:

- For the 5 centres concerned, the number of pupils receiving special schooling in one of the centre's classes only varies between 0 and 330.
- The number of pupils receiving special schooling in one of the centre's classes and simultaneously and additionally in a class at a primary or secondary school varies between 0 and 298.
- For the 8 centres, the number of specialist interventions varies between 1 and 173.
- Those receiving rehabilitation and therapy varies between 0 and 538.
- The number of specific learning workshops indicated is between 0 and 1340.
- The number of registrations for advice and guidance for professionals is between 17 and 2653 and for advice and guidance for parents is between 18 and 3021.
- The number of specialist diagnoses conducted as at 1st March 2022 varies between 21 and 149.

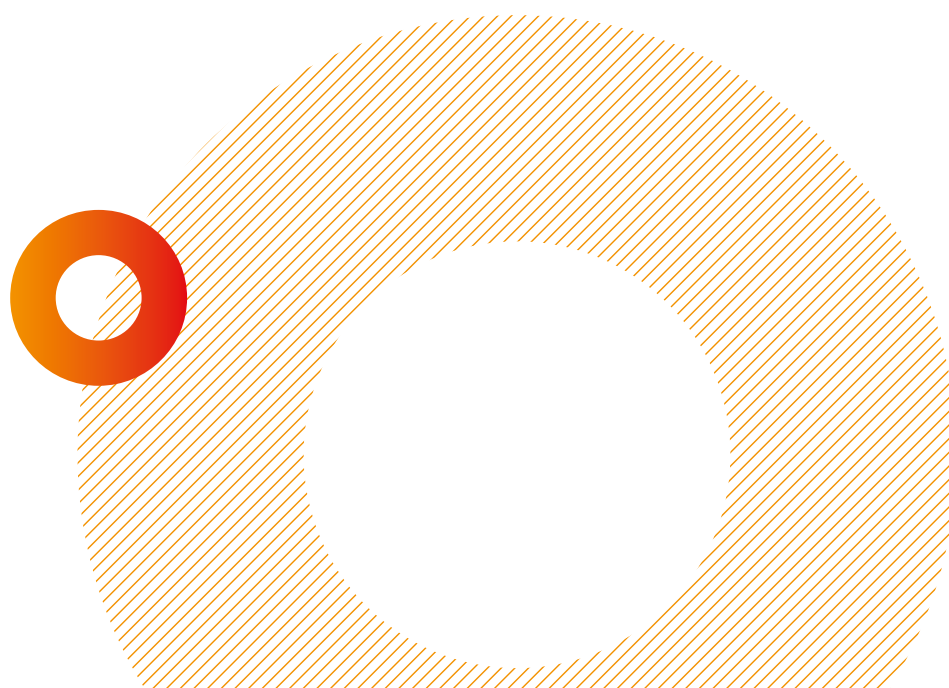
This variation in the data is occasionally rather startling. In view of these considerable differences, it seems vital to proceed with an in-depth and detailed analysis of these differences in order to find out the origin thereof.

Although the data collection methodology applied constitutes a good start, it would be beneficial for it to be regular and more exhaustive to enable more in-depth longitudinal analyses.

To be able to respond to the needs of all pupils, it is essential to have an up-to-date and complete database in order to be able to identify and allocate the necessary resources as effectively and fairly as possible. The lack of complete data on the schooling of children with special educational needs in Luxembourg raises concerns in terms of the efficacy of inclusive education.

To this end, it is interesting to examine the practices of other countries that have put in place effective data-collection systems on inclusive education. For example, in France, the Directorate for evaluation, forecasting and performance (Direction de l'évaluation, de la prospective et de la performance - DEPP) publishes an annual report on the state of schools, which includes among others statistics on the type of schooling of pupils according to the nature of their disorder and monitors their educational situation according to the nature of their disorder (Rosenwald, 2022, p.22-23)

Since 2009, the English Department for Education has also published annual national statistics on pupils with special educational needs, analysing the types of schooling, the methods of support, the pupils' characteristics (gender, ethnic group, right to school meals and language spoken at home) and their types of needs (Department for Education, 2022). Consequently, it would be interesting for Luxembourg to consider a similar data-collection method and to take inspiration from these national and international examples to guide its strategies.



3.3. The dissemination and publication of data in Luxembourg

It is important to note that the latest data on inclusive education for pupils with special educational needs, (and this only applies to primary education), comes from the publication of the “Key figures on National Education for the school year 2017-2018” (MENJE and SCRIPT, 2019). Since this publication, the data on pupils with special educational needs no longer figures in the educational statistics. At an international level, the European Agency for Special Needs and Inclusive Education, published key indicators on the schooling of pupils with special educational needs in Luxembourg for the school year 2019-2020, but this information was not disseminated at a national level. The latest complete data was therefore published five years ago, prior to the 2017-2018 reforms. The data provided by the DGI presented in the section above on the collection of data, has not officially been made available to the general public.

Despite emerging efforts in the area of data collection, to honour the commitments following the ratification of the Convention, the collection of fundamental data remains incomplete nonetheless and the dissemination of data is too irregular and imprecise. By way of illustration, the DGI’s recent report evaluating the support system for pupils with special educational needs, indicates that “less than 1% of all of the pupils in Luxembourg benefit from special schooling in a Competence centre for specialised psychopedagogy or from schooling abroad, based on the National inclusion commission’s decision”. (MENJE and DGI, 2023, p.19). This percentage only reflects part of the situation in Luxembourg. In effect, this concerns an exclusion rate that only takes into account those pupils with special educational needs that benefit from special schooling in a Competence centre or in institutions abroad. There is therefore a lack of data on pupils with special educational needs who benefit from inclusive education within mainstream establishments with support from other teaching assistants such as the I-EBS in primary schools and members of the ESEB in primary and secondary schools.

3.4. The creation of a centralised database

The increasing demands in terms of responsibilities, policies and practices that are based on solid data create the need to have relevant data on all pupils. The collection of data makes it possible to allocate and distribute resources transparently in accordance with the needs in the field. Centralisation of the data also makes it possible to evaluate the quality of the allocated services in relation to the needs identified. In view of an emergence of “big data” and predictive analyses within education, it is vital that the data used is relevant and reliable (European Agency for Special Needs and Inclusive Education, 2014).

In conclusion, it is important to underline that the implementation of a centralised database on children with special educational needs is not intended to stigmatise them, but, on the contrary, to channel and strengthen the measures and strategies intended for their benefit. It is a vital step to improve equal opportunities with a view to optimising their educational path, to analyse the quality of the system of provision of support and to strengthen the education system as a whole.

Despite the efforts made by the different actors within the education system to collect data on the inclusive education of pupils with special educational needs in Luxembourg, there remains a problem of size, namely the absence of a centralised and complete database that makes it possible to identify and to allocate the necessary resources. The available data is in fact often fragmented and difficult to find, even though the DGI is considered the main contact within the ministry. And yet, as we have just seen, data on pupils with special educational needs that provides information on the various aspects identified by the Committee for the rights of the child, is of vital importance for research and for implementing policies intended to meet their needs.

3.5. The need for an analysis of the allocation of human resources

The government has certainly created over 700 new posts, to strengthen the offer for pupils with special educational needs, shared across I-EBS posts, ESEB posts for primary and secondary education and the Competence centres (MENJE and DGI, 2023, p. 21). Although this initiative has been well-received, it raises questions regarding the profiles of the people recruited and their allocation. Without a precise knowledge of the nature of the specific needs of pupils educated within an inclusive school context, it is difficult to recruit staff with adequate training and experience.

Despite this significant provision of human resources, the demands for additional staff made by the actors in education remain nonetheless unchanged, a fact which was moreover confirmed during the various preliminary interviews within the context of our research project. To determine the cause of this unchanged need, it will be necessary to conduct an analysis of the distribution of resources in the different areas of activity. According to our information, no such analysis, which would form the basis for targeted and evidence-based planning, has as yet been conducted by the ministry.

4. The inclusive education system

In this chapter, a description of the inclusive education system in Luxembourg will be based on the analysis of the following legislative texts.

- **The Law of 20 July 2018** creating Competence centres for specialised psychopedagogy to support inclusive education
- **The Law of 29 June 2017** amending the amended law of 6 February 2009 on the organisation of primary education
- **The Law of 29 August 2017** on secondary education
- **The Law of 15 July 2011** regarding access to educational and professional qualifications for pupils with special educational needs

To enable the reader to have a clear understanding of the context of this report, the following points will be treated in succession: a description of the actors; the current inclusive education system; the diagnostic procedure.

4.1. A description of the actors in inclusive education and their roles

Four tables are presented below. These tables present the actors involved in inclusion projects within the education system as well as their duties within the context of inclusion. These actors are differentiated by their level of activity which may be local, regional or national. Tables 2 and 3 show the situation within public primary education and tables 4 and 5 show the situation within secondary education.



TABLE 2 :

PUBLIC PRIMARY EDUCATION

Diagram showing the provision of support to pupils with special educational needs

ACTORS WITHIN THE FIELD



PRIMARY SCHOOL



- CLASS TEACHERS
- EDUCATIONAL TEAM
- I-EBS



REGIONAL DIRECTORATE



- **ESEB** - SUPPORT TEAM FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

BODIES THAT SUGGEST EDUCATIONAL MEASURES TO BE PUT IN PLACE BASED ON A FILE
CI - INCLUSION COMMISSION



COMPETENCE CENTRES



- 8 COMPETENCE CENTRES + ATVA

BODIES THAT SUGGEST EDUCATIONAL MEASURES TO BE PUT IN PLACE BASED ON A FILE
CNI - NATIONAL INCLUSION COMMISSION

TABLE 3 :

PUBLIC PRIMARY EDUCATION

The actors involved in the provision of support to pupils with special educational needs

LOCAL LEVEL



ACTORS

Class teachers and educational team

I-EBS

A primary school teacher who specialises in the schooling of pupils with specific or special educational needs



DUTIES

Teachers are (often) the first to notice that a pupil is having difficulties in class. The educational team decides in a meeting on the differentiation and support measures to be implemented. Teachers call upon the school's I-EBS if the differentiation measures within the classroom are not sufficient.

Each school has one I-EBS post among its human resources, irrespective of the number of pupils with special educational needs that attend the school. The I-EBS support teachers and the educational team to implement adapted teaching. Their main tasks are to conduct the initial analysis of the pupil's situation and to coordinate the support measures provided to the pupil. In addition, the I-EBS are the contact persons for the parents, teachers and educational teams with regard to the pupils concerned. They also liaise with the regional Inclusion commission.



REGIONAL LEVEL



ACTORS

CI
Inclusion commission

ESEB

Support team for pupils with special educational needs



DUTIES

Each regional directorate for primary education has an inclusion commission (CI) whose duty it is to define the provision of support to the child, either at the request of the parents or the teacher, or at the request of a representative from the 'maison relais' (daycare centres) and with the parents' agreement. The CI compiles a file, which includes a diagnosis of the pupil's needs, established by the ESEB, the support measures that may be allocated, and an individual educational plan. The plan is sent to the parents for agreement and is reviewed on an annual basis. The CI also decides on the reasonable accommodations for the pupil with specific or special educational needs within the framework of class teaching and during tests.

Each regional directorate for primary education has an ESEB. The ESEB intervenes when the provision of support put in place by the school is not sufficient and it seeks the agreement of the pupil's parents to do so. The ESEB has a duty to make a diagnosis and monitor the support provided to the pupil with special educational needs in collaboration with the schools, the relevant I-EBS concerned and where applicable with the school's medico-socio-educational team and the Competence centres.



NATIONAL LEVEL



ACTORS

CNI
National inclusion commission

Competence centres for specialised psychopedagogy in favour of inclusive education and the **Agency for the transition to independent living**



DUTIES

The National inclusion commission (CNI) is consulted on any request related to a specialised ambulatory intervention or special schooling. The CNI verifies whether the requests are well founded, suggests the initial measures to implement, and assesses the further action to be taken. These measures cannot be put in place without the parents' or the adult pupil's consent.

2018 saw the creation of 8 Competence centres for specialised psychopedagogy to support inclusive education. 5 of these were based on existing structures, and 3 were newly created. Each Centre comprises a teaching unit, a diagnosis, advice and monitoring unit, a rehabilitation and therapy unit and an administrative and technical unit. The Centres can operate at a pupil-development level, can provide information and guidance for parents, or can operate at a school level, at a scientific research level, at a networking level for schools and organisations working in the social, family and therapeutic fields, and at a national and international networking level.

For all of the Centres, there is an Agency for the transition to independent living (ATVA) which provides networking and coordination of the professional preparatory offer of the Centres in order to facilitate access to professional training, access to the job market or admission to a sheltered workshop (*atelier protégé*) or a centre that organises daytime activities (*structure d'activités de jour*).

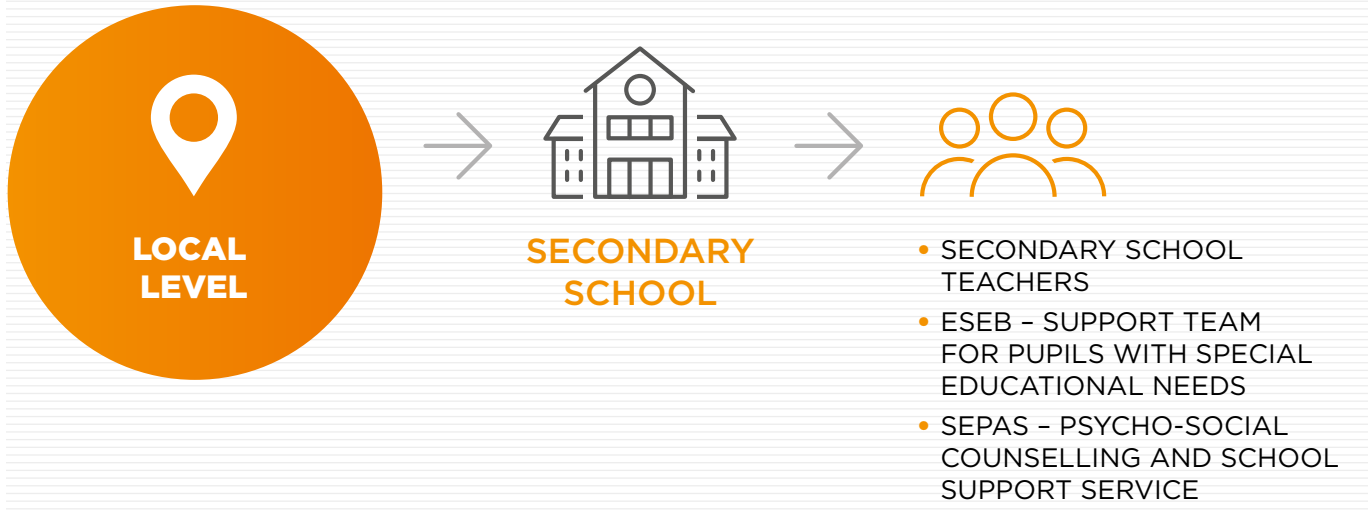


TABLE 4 :

PUBLIC SECONDARY EDUCATION

Diagram showing the provision of support to pupils with special educational needs

ACTORS WITHIN THE FIELD



BODIES THAT SUGGEST EDUCATIONAL MEASURES TO BE PUT IN PLACE BASED ON A FILE
CIS - SCHOOL INCLUSION COMMISSION



BODIES THAT SUGGEST EDUCATIONAL MEASURES TO BE PUT IN PLACE BASED ON A FILE
CNI - NATIONAL INCLUSION COMMISSION
CAR - REASONABLE ACCOMMODATIONS COMMISSION

TABLE 5 :

PUBLIC SECONDARY EDUCATION

The actors involved in the provision of support to pupils with special educational needs

LOCAL LEVEL



ACTORS

Teachers

CIS
School inclusion commission

ESEB
Support team for pupils with special educational needs

SePAS
Psycho-social counselling and school support service



DUTIES

Secondary school teachers are (often) the first to notice that a pupil is having difficulties in class. According to the pupil's needs, the teachers inform their management and can ask for support, either from the Reasonable accommodations commission (CAR), or from the CIS, since both commissions intervene at a secondary school level.

Each secondary school has a School inclusion commission (CIS), which has a duty to define the provision of support to pupils with special educational needs either at the request of the parents, or at the request of the school's headteacher, and with the parents' consent if the pupil is still a minor. The CIS has a personal file compiled, which includes at least the assessment of the pupil's needs and which is followed up by a reference person. The CIS defines or adapts the support suggested for the pupil in the individual educational plan. The suggested measures may concern academic assistance as well as support on a personal, relationship and social level. In addition, the CIS fulfils an advisory role to the headteacher of the secondary school with regard to the implementation of the reasonable accommodations and may suggest a referral to the Reasonable accommodations commission.

In secondary education, one ESEB is provided per school. In secondary schools the ESEB's main duty is to advise teachers as well as to provide a diagnosis and the provision of support to pupils with special educational needs.

The Psycho-social counselling and school support service (SePAS) offers guidance at a psychological, personal and social level, which may be in addition to the support provided by the ESEB.

NATIONAL LEVEL



ACTORS

CAR
Reasonable accommodations commission

CNI
National inclusion commission

Competence centres for specialised psychopedagogy in favour of inclusive education and the **Agency for the transition to independent living**



DUTIES

There is a Reasonable accommodations commission for secondary education establishments including for adult education. The Reasonable accommodations commission (CAR) may agree to accommodations for a pupil with particular educational needs to reduce any obstacles due to a disability (Nachteilsausgleich).

The National inclusion commission (CNI) is consulted on any request related to a specialised ambulatory intervention or special schooling. The CNI verifies whether the requests are well founded, suggests the initial measures to implement, and assesses the further action to be taken. These measures cannot be put in place without the parents' or the adult pupil's consent. This is the same actor for primary and secondary education.

2018 saw the creation of 8 Competence centres for specialised psychopedagogy to support inclusive education. 5 of these were based on existing structures, and 3 were newly created. Each Centre comprises a teaching unit, a diagnosis, advice and monitoring unit, a rehabilitation and therapy unit and an administrative and technical unit. The Centres can operate at a pupil-development level, at an information and guidance for parents level or at a secondary school level, their work may concern scientific research, networking for secondary schools and organisations in the social, family and therapeutic fields, and networking at a national and international level.

For all of the Centres, there is an Agency for the transition to independent living (ATVA) which provides networking and coordination of the professional preparatory offer of the Centres in order to facilitate access to professional training, access to the job market or admission to a sheltered workshop (atelier protégé) or a centre that organises daytime activities (structure d'activités de jour). This is the same actor for primary and secondary education.

These tables show the complexity of the inclusive education system in the Grand Duchy of Luxembourg. Indeed there is a significant number of actors involved who all come from different fields and disciplines. Multi-professional collaboration therefore becomes a major challenge. These collaborations are dependent on the hierarchical structure of the inclusive education system.

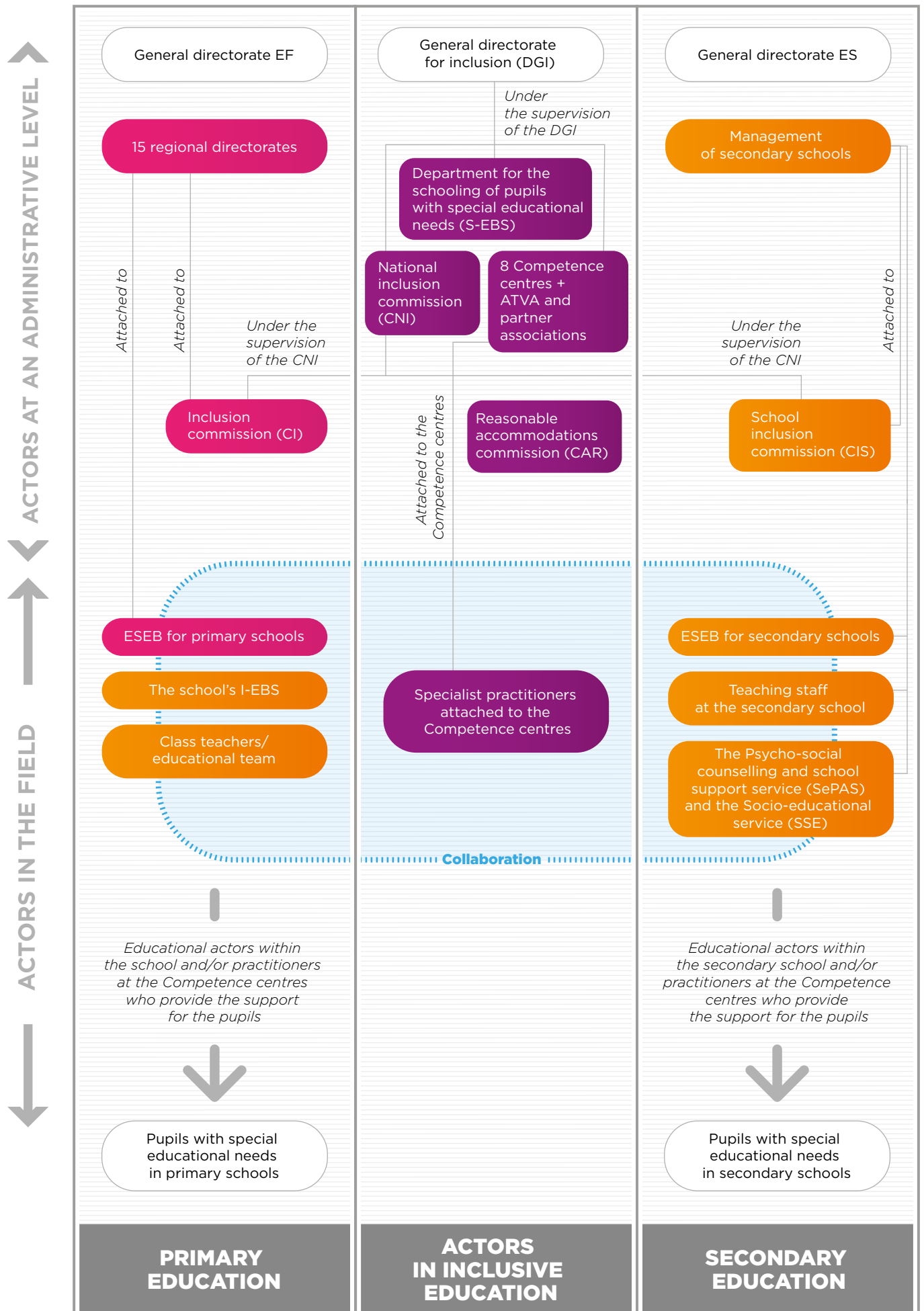
4.2. The current inclusive education system

Figure 3 shows a simplified diagram of the inclusive education system that illustrates the actors involved in the inclusive education projects as well as their networking. This diagram focuses on a portion of the main actors that could be involved. The links shown on the diagram are therefore not exhaustive. The actors are differentiated according to their duties, which fall under either administrative activities, or provision of support in the field. The diagram is divided into three parts: on the left, mainstream primary education, and on the right mainstream secondary education and in the middle, services that are not attached to any educational establishments.



FIGURE 3:

SIMPLIFIED DIAGRAM OF THE INCLUSIVE EDUCATION SYSTEM

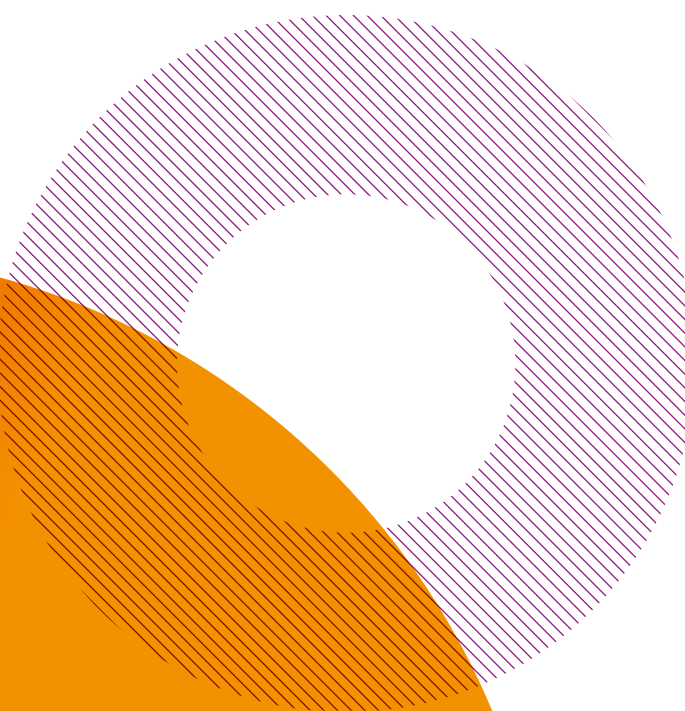


The large number of actors presents real challenges in terms of multi-professional collaborations. These issues are associated with the existence of different professional cultures among other things. These differences can cause conflicts to emerge regarding the status and the distinct roles or with regard to the terminology used. Indeed, one of the real challenges concerns the ability to construct a common terminology from varied and different professional languages (Emery, 2014).

A uniform use of vocabulary by the different actors is undoubtedly necessary, because it has been observed, according to the official data collected within the context of this research, that certain terms are seldom used by the actors and are not understood identically (for example: specialised ambulatory intervention). To remedy this situation, it would be essential for the Competence centres to promote a common and consistent language to be used by them and with the other actors. In its role as a resource service for the Competence centres, the DGI may be even better placed to support this unified communication and to promote it among all the actors. This initiative would ensure better comprehension of the practices and more effective coordination between the different Competence centres, thus improving the provision of support and, by extension, inclusive education for pupils with special educational needs.

4.3. The current diagnosis procedures

All of the actors within this inclusive education system are involved to a greater or lesser extent in the diagnosis procedures. These procedures are essential at the start of the inclusion projects. There are specific and different diagnosis procedures according to the situation of the pupil with special educational needs. These procedures are illustrated below.



PROCEDURE FOR DIAGNOSIS WITHIN PRIMARY EDUCATION

The pupil is found to have difficulties

Class teacher, educational team and the I-EBS at the school

- Differentiated teaching in class
- Decision on local support measures
- Evaluation of the support measures and the pupil's progress

If the support measures **are not sufficient**...

The I-EBS contacts the president of the CI to launch a diagnosis by the ESEB.

If the support measures **are sufficient**...

Adapted measures remain in place with monitoring by the I-EBS.

CI - INCLUSION COMMISSION

ESEB for the regional directorate

- Analysis of the results available, the school is contacted for a preliminary assessment and decision-making on the next steps to take based on the information received
- Assessment of progress using standardised tests
- Evaluation, interpretation and recording of the information available

The CI organises an annual review of the plan and integrates any adjustments deemed necessary to ensure the pupil's educational progress.

If the support measures **are not sufficient**...

The ESEB contacts the president of the CI regarding the results of the diagnosis and additional support measures. The CI sends the file to the CNI.

If the support measures **are sufficient**...

Adapted measures are put in place and monitored by the ESEB.

CNI - NATIONAL INCLUSION COMMISSION

Competence centres

- Analysis of the local and regional results available
- The actors responsible for providing support are contacted
- Specialist diagnosis
- Interdisciplinary evaluation and interpretation of all the available results, conclusion
- Transmission of the results and adaptation of the existing and/or new support measures

The CNI may ask the relevant Centres to re-assess the adequacy of the provision of support according to the pupil's special educational needs.

At transition points, the Centres may re-assess the adequacy of the provision of support according to the pupil's special educational needs.

Key: national level regional level local level

GENERAL INTERVENTION

SPECIALIST INTERVENTION

PROCEDURE FOR DIAGNOSIS WITHIN SECONDARY EDUCATION

The pupil is found to have difficulties

Teaching staff at the secondary school

- Differentiated teaching in class
- Decision on local support measures
- Evaluation of the support measures and the pupil's progress

If the support measures **are not sufficient**...

The **main class teacher (régent)** may make a request for reasonable accommodations to the **secondary school's management** which will decide whether to involve the **CAR** or the **CIS**.

If the support measures **are sufficient**...

Adapted measures remain in place with monitoring by the **main class teacher**.

Secondary school's management

CAR
REASONABLE
ACCOMMODATIONS
COMMISSION

CIS
SCHOOL
INCLUSION
COMMISSION

Referral

The ESEB and SePAS for the secondary school

- Analysis of the results available and decision-making on the next steps to take based on the information received
- Assessment of progress using standardised tests
- Evaluation, interpretation and recording of the information available

If the support measures **are not sufficient**...

The **ESEB** contacts the president of the **CIS** regarding the results of the diagnosis and the additional support measures. The file is sent to the **CNI**.

If the support measures **are sufficient**...

Adapted measures are put in place and monitored either by the **SePAS** or by the **ESEB** for the secondary school.

CNI - THE NATIONAL INCLUSION COMMISSION

Competence centres

- Analysis of the results available
- The actors responsible for providing support are contacted
- Specialist diagnosis
- Interdisciplinary evaluation and interpretation of all the available results, conclusion
- Transmission of the results and adaptation of the existing and/or new support measures.

The CNI may ask the relevant Centres to re-assess the adequacy of the support provided according to the pupil's special educational needs.

At transition points, the Centres may re-assess the adequacy of the provision of support according to the pupil's special educational needs.

Key: national level local level

There are currently 3 specific cases concerning the diagnosis procedure:

- **Case 1:** The teacher identifies the difficulties, contacts the pupil's parents and initiates the procedures for requesting support with parental agreement. This specific case, which is the most commonly encountered in practice, is represented by the above charts.
- **Case 2:** Article 20 of the Law creating Competence centres for specialised psychopedagogy to support inclusive education specifies that:

“The parents or the adult pupil may contact a Centre to arrange a meeting to receive clarification or guidance. If the parties involved deem it useful, a specialist diagnosis may be arranged by mutual agreement.”

Since the Competence centres do not solely serve schools, but also the public, the legislator has provided for the possibility for the public to contact the Competence centres directly without going through educational establishments in the following situations:

- If the special needs were identified immediately at birth
- If the parents are concerned by their child's behaviour within the home environment and do not wish to inform the teachers
- If the young people need support and advice following an accident or an illness
- **Case 3:** Articles 23 and 24 of the Law creating Competence centres for specialised psychopedagogy to support inclusive education specify that:

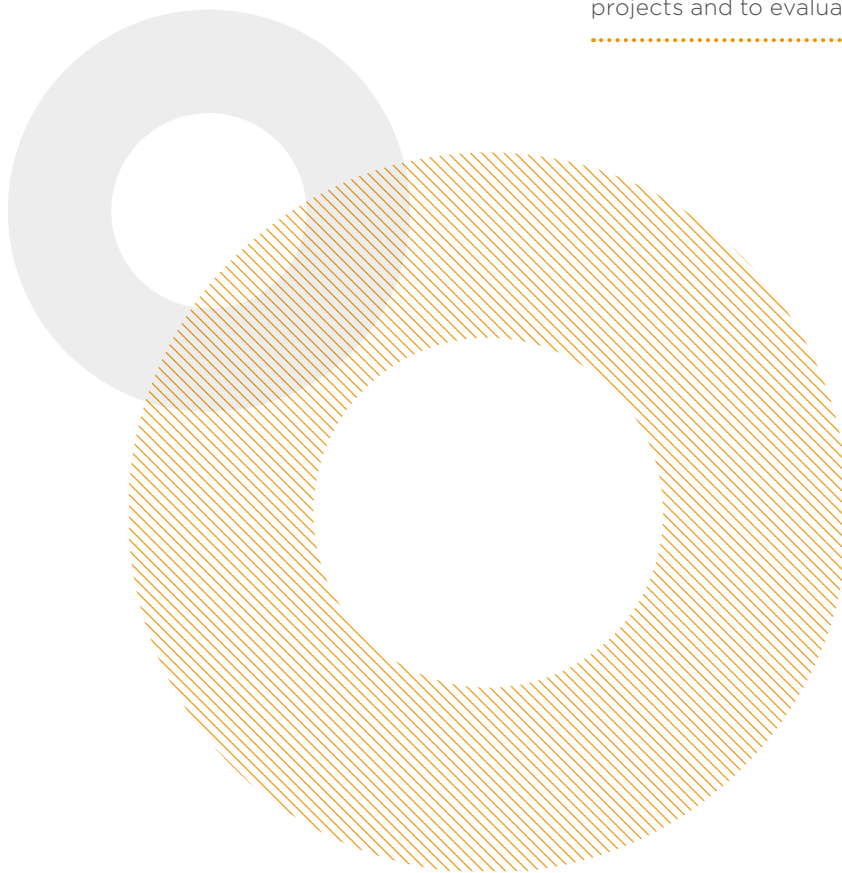
“A reasoned request can also be submitted [to the CNI] by a body that works in the approved social, familial and therapeutic field or by the child's or young person's doctor, with supporting documentation and on the condition that the parents have given consent.”

and that

“Parents and adult pupils have the right to make their request directly to the CNI”

In this case, the CNI may ask the relevant CI to compile a file to make it possible to provide a ruling at the parents' and/or professionals' request.

This report underlines the specificity of the Luxembourg context and highlights an important challenge, which consists of developing an understanding of the inclusion projects and to evaluate their efficacy.



5. The results of the study on the efficacy of inclusive education in public schools in Luxembourg (Part A): Support and guidance structures, governance and the culture of cooperation

The Observatory for Children, Youth and School Quality (OEJQS) initiated a research project in collaboration with UCLouvain with the aim of studying the efficacy of inclusive education projects in Luxembourg. This study aims to qualify the inclusive education system specific to schools and to evaluate the key variables such as the need for autonomy, affiliation and competence, which are recognised as being beneficial to inclusive education. In order to take into account the recommendation from the Committee for the rights of the child which, within the framework of the Convention on the Rights of the Child, in its final observations in June 2021, concerning the report from Luxembourg, regrets that *“Children with disabilities are not asked to express themselves directly in matters that concern them, and often their parents are not consulted”* (United Nations, 2021 Art. 23), the OEJQS made sure to use an holistic approach for its research project. This holistic and environmental approach characterises this research in the sense that it is interested simultaneously in the pupils with special educational needs themselves, their family circle and their school setting, i.e. their primary/secondary school. In concrete terms, depending on the variables evaluated, questionnaires were sent to the presidents of the inclusion commissions, to the teachers, to the I-EBS, to the ESEB support staff, to the specialist practitioners in the Competence centres, to the parents of the pupils with special educational needs and to the pupils themselves.

Within the context of the publication of this part A of the research *“A Study of the efficacy of inclusive education in public schools in Luxembourg”* we present the most conclusive results related to the support and guidance structures as well as the culture of cooperation. The results presented here will then be discussed in particular in light of the current legislative context in Luxembourg.

Before presenting these results, we describe briefly the inclusion criteria that we applied to each sample, as well as the sizes of these samples and their representativeness.

Within the context of this study, the narrow version of inclusion (as defined in section 2.1) has been used to identify pupils with special educational needs:

- **In primary education:** any pupil that has received a diagnosis and/or benefits from additional support within the school setting provided by the I-EBS and/or a member of the ESEB and/or a specialist practitioner from a Competence centre.
- **In secondary education:** any pupil that has received a diagnosis and/or benefits from support within the school setting provided by a member of the ESEB/SePAS and/or a specialist practitioner from a Competence centre and/or receiving reasonable accommodation.

Pupils in cycle 1 have not been included within the framework of this project, because children in this age bracket cannot answer a standard questionnaire. However, we believe it would be interesting for future projects to develop a tool for Luxembourg that would allow children of pre-school age to be included.

With regard to teachers, we sent the questionnaires solely to the class teachers in primary schools, and in secondary schools (classical, general, pre-vocational education) we sent it to all of the teachers involved. Within primary education, we also targeted the entire population of I-EBS.

Concerning the members of the ESEB, we targeted those members who are responsible for the pupils' support in the field. This is why, within the remainder of the document we will use the term 'ESEB support staff'. Where specialist practitioners are concerned, we targeted those who are attached to a Competence centre and whose roles include specialised ambulatory intervention, advice, guidance and rehabilitation-therapy.

The population of this report includes pupils with special educational needs in inclusive education, their parents and the actors within the country's 157 primary schools and 40 secondary schools. The breakdown of the 10690 questionnaires distributed and the 895 questionnaires completed³, per actor, for the entire study is shown in table 6. We present below, per type of actor, the number of individuals that were contacted, the number that responded and that made up the final samples.

³ After having received the raw data from the questionnaires, we applied a certain number of preliminary clean-up processes. These included the removal of respondents who had completed the questionnaire in less than 15 minutes and/or who returned a questionnaire with more than half of the questions unanswered.

TABLE 6 :

SURVEY SAMPLES PER TYPE OF ACTOR

ACTORS	N questionnaires distributed	N questionnaires completed (raw)	N questionnaires completed (after clean-up)	Answer rate (after clean-up)
Pupils				
- Primary (Class C2.1 - C4.2)	727	48	39	5,4%
- Secondary (ESC, ESG and VP)	207	77	62	30%
Parents				
- Pupils in primary school	727	65	51	7%
- Pupils in secondary school	207	64	56	27,1%
Teachers				
- Primary (Class teachers C2-C4)	2807	322	249	8,9%
- Secondary (ESC, ESG and VP)	5012	389	233	4,6%
I-EBS	125	50	41	32,8%
Members of the ESEB – primary and secondary school	479	113	86	18%
Specialist practitioners from the CC (Specialised ambulatory intervention, advice, guidance and rehabilitation-therapy)	325	84	56	17,2%
Presidents CI	15	6	5	33,3%
Presidents CIS	40	13	11	27,5%
Directors of the Competence centres	8	6	6	75%
Total of all actors	10690	1237	895	8,4%

Within the context of this project and the publication of this report, we were having a closer look at the data reported by the pupils with special educational needs, their parents, the teachers, the I-EBS, the members of the ESEB (support staff) and the specialist practitioners from the Competence centres. The questionnaires were distributed to the pupils with special educational needs and to their parents in a paper version with the option of responding online and to the teachers, the I-EBS, the members of the ESEB (support staff) and the specialist practitioners from the Competence centres by e-mail, via an individual link.

The pupils with special educational needs received a questionnaire in simple language and all the participants had the opportunity to fill out the questionnaires in various languages: the school actors received the questionnaires in Luxembourgish, German, French and English, the parents received them in Luxembourgish, German, French, Portuguese and Serbo-Croatian, and their children received them in simple language (German).

The administration of these questionnaires permitted us to collect information on the efficacy of the inclusive education projects, but also to collect individual data on the parents and school actors, such as age, training, experience, etc. This personal data enabled us to check the representativeness of the teachers' and parents' samples. These analyses show that the samples of teachers are not significantly different from the teaching population in Luxembourg in terms of the characteristics measured, whereas the samples from the parents in our study show a higher socio-economic level compared to the average socio-economic level of families in Luxembourg. Particular attention should therefore be paid when interpreting the results for these samples of parents of pupils with special educational needs. It is impossible for us to verify the representativeness of the samples of support staff and pupils with special educational needs, because we had not received all of the national data at the point of finalising this report.

The considerable difference between the rate of answer from pupils with special educational needs (SEN) in primary education and their parents, compared to those in secondary education can be explained by the difference between the two data-collection procedures. As indicated in Chapter 3, the situation regarding the data on pupils with SEN is precarious. Consequently we have had to resort to specific methods to identify pupils with SEN, adapting our approach according to the level of education.

At a secondary education level, and with the consent of the parents concerned, the schools' managements provided us with a list of their school's pupils with SEN and their parents to be contacted within the context of our research project.

However, this approach could not be applied to the regional directorates for primary education. We therefore had to resort to the Scolaria file, which unfortunately does not include all of the pupils with SEN concerned.

In the following sections, we will present descriptive results, related to the support and assistance structures as well as to the current culture of cooperation within the inclusive education projects in Luxembourg. In the descriptions of the results we will discuss the means and the standard deviations. The latter serve to measure the dispersion of a set of values from their mean. A low standard-deviation indicates a certain level of homogeneity. For some items, the modes, i.e. the values most frequently observed in the sample, will be presented. To make it easier to read, the key results will be presented in the boxed sections.

5.1. Results related to the support and guidance structures

In this part, the results concerning the contextual factors, such as the length of the procedures, the knowledge and the characteristics of the procedures, or the specific roles of the actors involved in these procedures are presented. These factors were evaluated by the following actors: the teachers, the I-EBS, the ESEB support staff, the specialist practitioners and the parents of pupils with SEN.

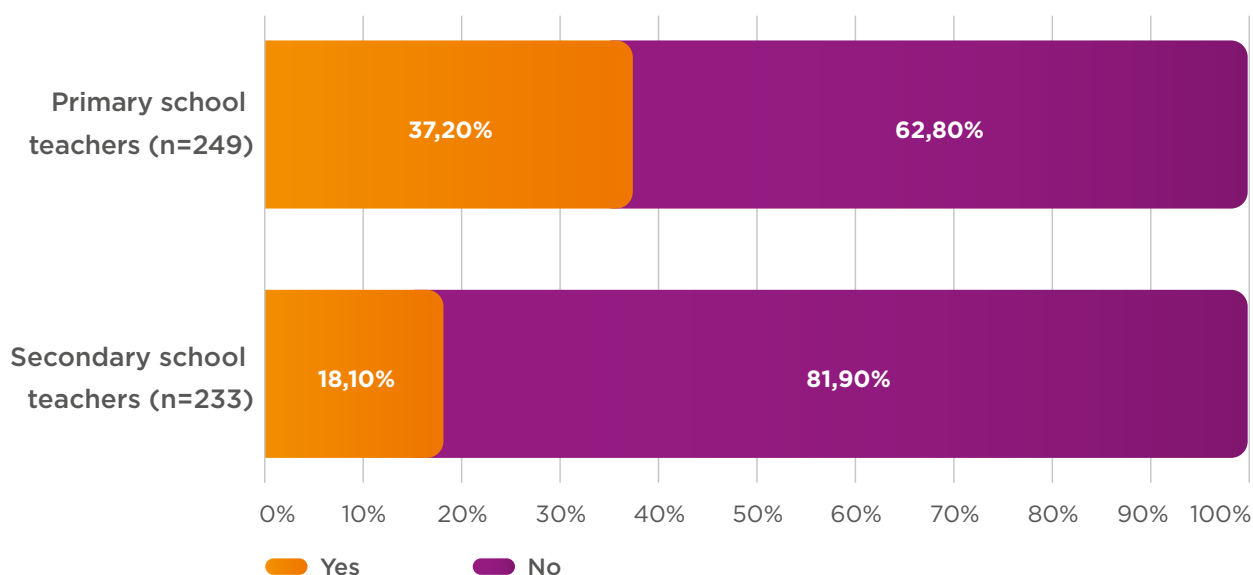
5.1.1. The timeframes and lengths of procedures

The timeframes and lengths of the procedures were raised by various actors including the teachers and the parents. For various reasons, teachers regularly hesitate to initiate support requests for pupils with special educational needs or those who are thought to have special educational needs, and prefer to manage the situation themselves in class. Consequently, we collected information from teachers to find out if they have ever hesitated to initiate a support request to an I-EBS, a member of the ESEB or the Inclusion Commission. 37.2% of primary school teachers (see figure 4) reported having already hesitated whereas the percentage reduces to 18.1% for secondary school teachers.

FIGURE 4 :

FREQUENCY OF HESITATIONS BY TEACHERS TO INITIATE A SUPPORT REQUEST FOR A PUPIL WITH SPECIAL EDUCATIONAL NEEDS

(table of results in annexe B)



In order to identify the factors that may explain these hesitations, we suggested different items to the teachers who answered "yes" to the previous question. The teachers had the option to answer "yes" or "no" to the following items.

FIGURE 5 :

CHART SHOWING PERCENTAGES RELATED TO THE EXPLANATIONS GIVEN FOR PRIMARY SCHOOL TEACHERS' HESITATION TO INITIATE A SUPPORT REQUEST FOR A PUPIL WITH SPECIAL EDUCATIONAL NEEDS

(table of results in annexe B)

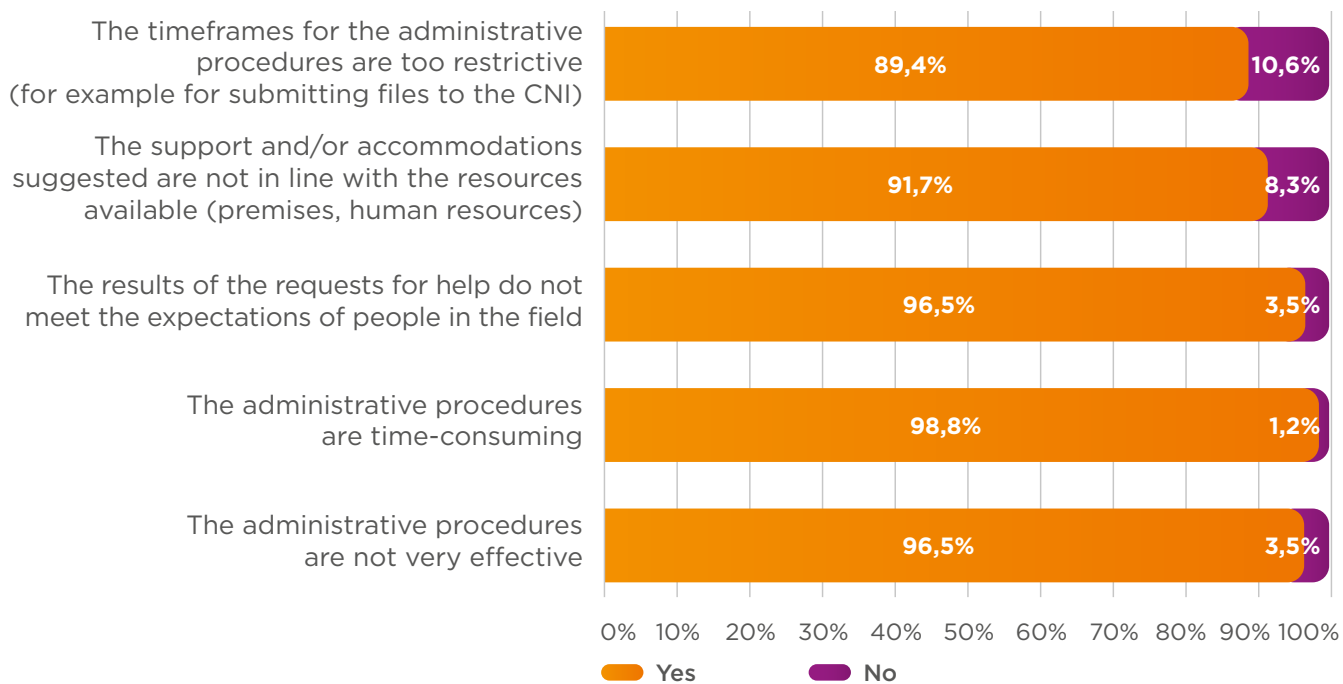
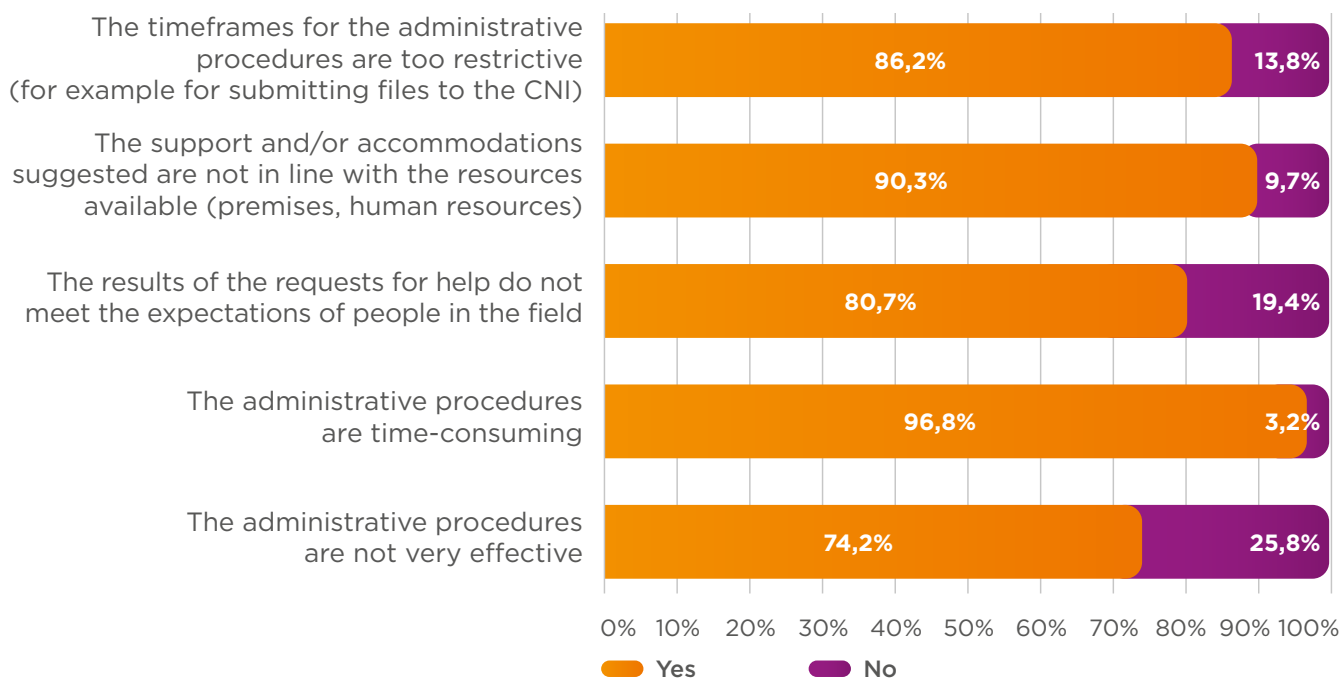


FIGURE 6 :

CHART SHOWING THE PERCENTAGES RELATED TO SECONDARY SCHOOL TEACHERS' HESITATION TO INITIATE REQUESTS FOR HELP FOR A PUPIL WITH SPECIAL EDUCATIONAL NEEDS

(table of results in annexe B)



- 96.8 to 98.8% of secondary school and primary school teachers indicate that they have hesitated to initiate the support processes, because the “administrative procedures are time-consuming”.
- 86.2 to 89.4% of teachers in secondary and primary schools report that the “timeframes for the administrative procedures are too restrictive (for example for submitting files to the CNI)”.

One teacher also indicated, at the end of the questionnaire:

“It is not normal for a diagnosis to take almost an entire year, and for the accommodations to take so long before being put in place, the young people lose a huge amount of time due to these administrative obstacles.”

In a press conference (2023) the MENJE also recently highlighted that “currently, on average, 10 months pass before the provision of support to the pupil can start⁴”.

KNOWLEDGE OF THE PROCEDURES BY THE PARENTS

We asked parents questions concerning the administrative procedures. They could respond on a 5-point Likert scale from “Totally disagree” (1) to “Totally agree” (5), as shown in table 7⁵ below.

TABLE 7 :

DESCRIPTIVE STATISTICS RELATED TO KNOWLEDGE OF THE PROCEDURES BY THE PARENTS

ITEMS	Parents of pupils with SEN in primary school (n = 51)			Parents of pupils with SEN in secondary schools (n = 56)		
	M	SD	Mode	M	SD	Mode
1. I have a good knowledge of the administrative procedures for the diagnosis allowing the intervention of the inclusion commission.	2.98	1.30	4	3.09	1.14	4
2. I have a good knowledge of the administrative procedures for my child having the benefit of adaptations or assistance during the learning process.	2.98	1.25	3	3.37	1.20	4
3. I have a good knowledge of the administrative procedures for the follow-through of an inclusion project.	2.98	1.20	3	3.04	1.01	3
4. A better knowledge of the school system and the offers available would help me accompany my child better.	3.84	1.18	5	3.63	1.17	4

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

KEY FINDINGS:

37% of primary school teachers and 18% of secondary school teachers have already hesitated to ask for help for a pupil with SEN. The reasons that explain these hesitations are related to the procedures, which are seen as not very effective and time-consuming. Furthermore, in the teachers’ opinions, the support suggested is not in line with the (material and human) resources available.

5.1.2. Knowledge and characteristics of the procedures

In addition to the long timeframes mentioned by the actors, there also sometimes seems to be a lack of knowledge of the procedures, which are characterised differently by parents, teachers and support staff. This point in the section will look at the knowledge and characteristics of the procedures from the perspective of the parents, teachers and support staff.

⁴ The details of this communication are available on the following website: <https://men.public.lu/fr/actualites/communiqués-conference-presse/2023/01/23-evaluation-inclusion-scolaire.html>

⁵ Table key: M = Mean; SD = standard deviation; Mode = the response most frequently given

The answers given by parents to the first three items show that the parents seem fairly “neutral” with regard to their knowledge of the administrative procedures. The mean scores are in fact situated around “3” corresponding to the answer “neither agree, nor disagree”. The standard deviations are situated around “1”, which means that some parents have a good knowledge whereas the others perceive that they have significantly less. The modes, i.e. the answers given most frequently, show that the parents neither agree nor disagree (mode 3) or tend to agree (mode 4) with these first three items. This seems to mean that the parents think they have average knowledge or have adapted knowledge to be able to follow the diagnostic and inclusive education procedures. However, these parents think that a better knowledge of the school system and the offers would help them to support (“accompany”) their child better. In fact, the means for item 4 oscillate around “4” (corresponding to the answer “agree”), with a standard deviation of just above 1. The parents seem to perceive a need to develop their knowledge of the “school system and the offers”.

The parents also indicated, by completing the following item: “How would you describe the follow-through of your child’s inclusion project?” which qualifier would be most suitable to describe the follow-through on the inclusion project(s) next year. To answer, they had the choice between two opposing adjectives (namely: pleasant/unpleasant; motivating/discouraging; stimulating/boring; conceivable/inconceivable; realistic/laborious). Figures 7 and 8 presented below show that the parents of pupils with special educational needs in primary and secondary education perceive the follow-through on inclusion projects as rather pleasant, motivating, stimulating, conceivable and realistic. The parents seem to continue to be involved and motivated to follow and support their child’s inclusion.

FIGURE 7 :

FREQUENCY OF THE QUALIFIERS CHOSEN BY THE PARENTS (N=51) CONCERNING THE FOLLOW-THROUGH ON INCLUSION PROJECTS FOR THEIR CHILD IN PRIMARY SCHOOL

(table of results in annexe B)

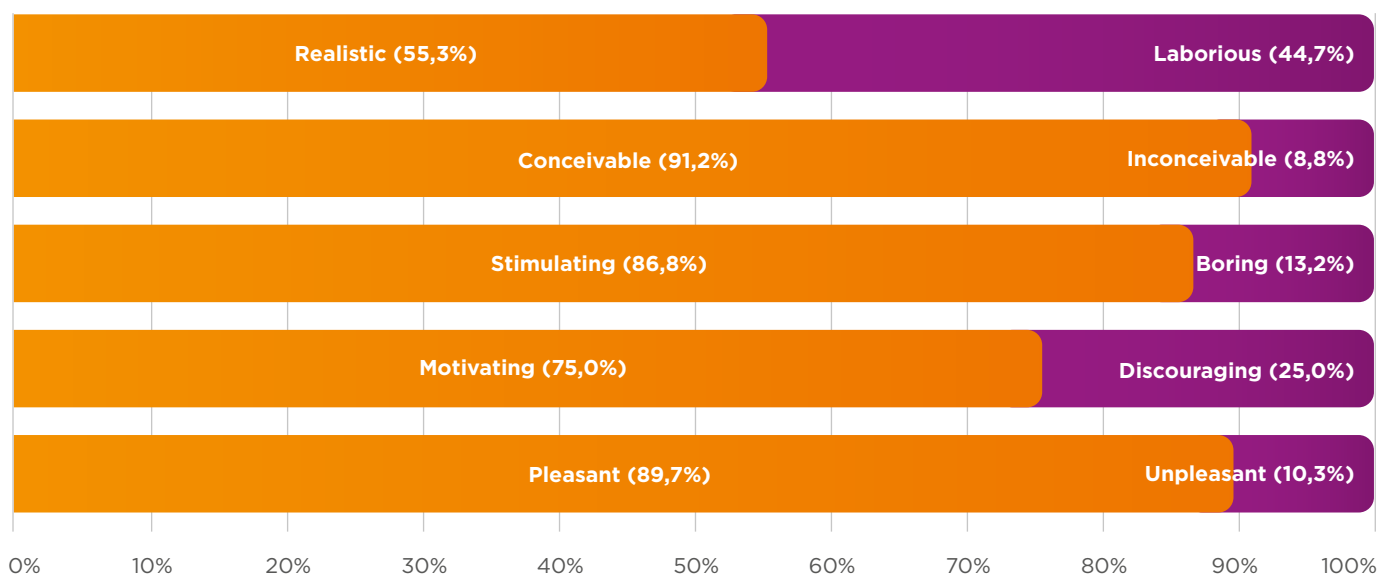
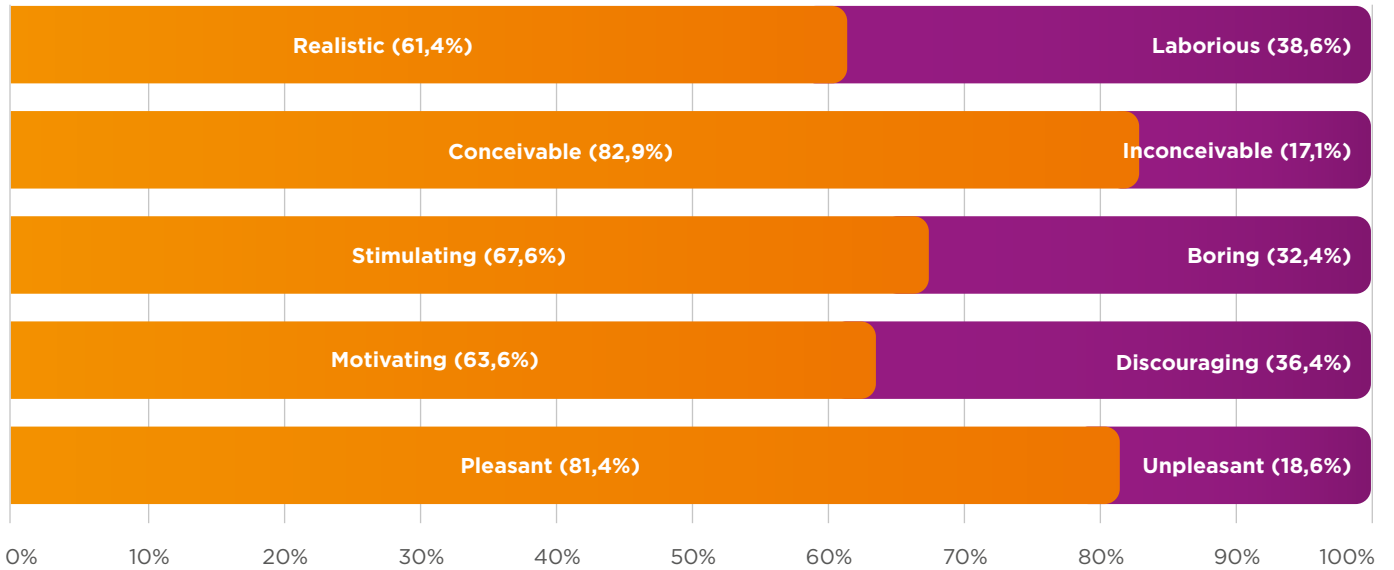


FIGURE 8 :

FREQUENCY OF THE QUALIFIERS CHOSEN BY THE PARENTS (N=56) CONCERNING THE FOLLOW-THROUGH ON INCLUSION PROJECTS FOR THEIR CHILD IN SECONDARY SCHOOL

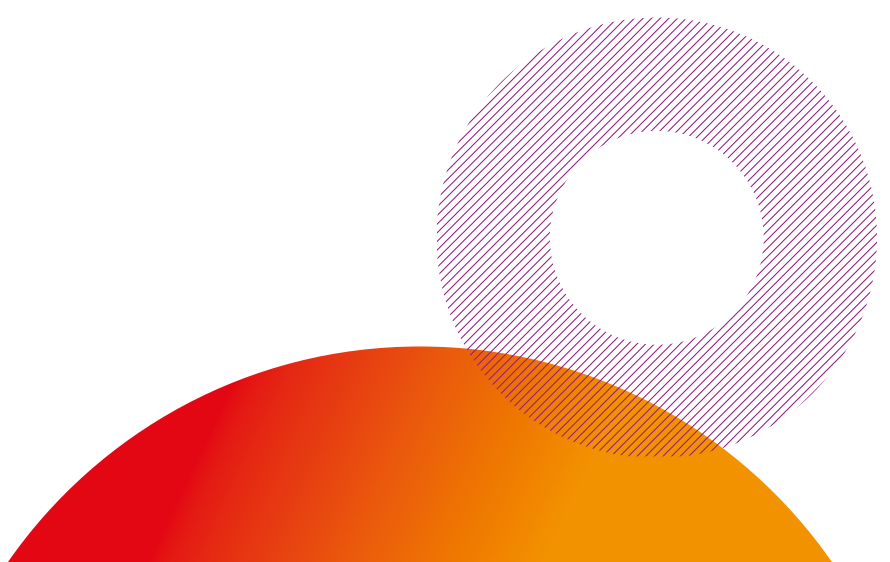
(table of results in annexe B)



KEY FINDINGS:

Parents seem to have a moderate knowledge of the diagnosis, support and follow-up procedures. It should nonetheless be noted that the data highlights the fact that there is a big variation between the knowledge these parents have. In fact, some parents seem to have a good knowledge, whereas others report having very little.

These results are relatively positive and encouraging in the sense that despite sometimes having a mediocre knowledge of the administrative procedures, the parents still seem motivated and involved in the follow-through on their child's inclusion project(s).



KNOWLEDGE OF THE PROCEDURES BY THE TEACHERS

In the same vein, the questions and items were addressed to the teachers to assess their knowledge of the procedures and administrative steps related to the inclusion project of pupils with SEN. The teachers responded to the following items on a Likert scale from “*Totally disagree (1)*” to “*Totally agree (5)*”.

TABLE 8 :

DESCRIPTIVE STATISTICS RELATED TO KNOWLEDGE OF THE PROCEDURES BY THE TEACHERS

ITEMS	Teachers in primary education (n = 249)			Teachers in secondary education (n = 233)		
	M	SD	Mode	M	SD	Mode
1. I have a good knowledge of the administrative procedures for identifying a child with special educational needs.	3.26	1.06	4	2.42	1.17	2
2. I have a good knowledge of the administrative procedures for implementing adaptations or accommodations for pupils with special educational needs.	3.18	1.02	4	2.51	1.22	1
3. I consider these administrative procedures to be justified.	2.53	1.00	2	3.09	.88	3
4. I know which school actor can/should intervene in the process of support for inclusion, and when.	2.85	1.05	2	2.82	1.14	4
5. A better knowledge of the procedures and the actors responsible for an inclusion project would help me provide better assistance to pupils with special educational needs.	3.48	1.02	4	3.46	1.02	4

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

The results presented in this table 8 show that the primary school teachers seem to have more knowledge than the secondary school teachers. As for the rest, the teachers at both educational levels seem to perceive the administrative procedures as not very justified or straightforward.

- For the first two items “*I have a good knowledge of the administrative procedures for identifying a child with special educational needs.*” and “*I have a good knowledge of the administrative procedures for implementing adaptations or accommodations for pupils with special educational needs.*”, the means for the secondary school teachers are close to 2.5. This mean score is situated between the answer options “*Disagree*” and “*Neither agree, nor disagree*”. The answer modes are respectively 2 and 1, i.e. “*Disagree*” and “*Totally disagree*”. The secondary school teachers report that they do not “*have a good knowledge of*” the administrative procedures.
- The means for the primary school teachers are close to 3, corresponding to the answer “*Neither agree, nor disagree*”. The standard deviations of 1 show that some teachers are more inclined to disagree with these items, whereas others agree with them. The modes of the answers are nonetheless 4, corresponding to “*Agree*”. The primary school teachers seem to be more inclined to agree with the fact that they have an adequate knowledge of these procedures.
- For the third item, “*I consider these administrative procedures to be justified*”, the primary school teachers report

a mean of 2.5 and a mode of 2 (namely “*Disagree*”). These results indicate that the primary school teachers tend to not agree or neither agree nor disagree with this statement.

With a mean and a mode of 3 (namely “*Neither agree, nor disagree*”), the secondary school teachers show that they are neutral to this item.

- For item 4, “*I know which school actor can/should intervene in the process of support for inclusion, and when.*” the teachers in primary education and those in secondary education, report the same levels of agreement with means of around 2.80. These means correspond once again to the answers “*Disagree*” and “*Neither agree, nor disagree*”. Nonetheless, it is important to underline that depending on the modes calculated, the answer most frequently given by primary school teachers is “*disagree*” whereas for secondary school teachers, it is the answer “*agree*”. There is therefore a difference for this item between the primary school teachers and those in secondary schools.
- Concerning the last item, with averages of over 3 and modes of 4, both the teachers in primary education and those in secondary schools seem to “*agree*” with the fact that a better knowledge of the procedures and the actors responsible for an inclusion project would help them to support the pupils with special educational needs better.

The analysis of these means indicates that the secondary school teachers perceive that they occasionally have limited knowledge of the administrative procedures related both to identifying a pupil with special educational needs and implementing adaptations or accommodations for this pupil. For the primary school teachers, the difficulty seems to reside more in identifying the actors and their role in these procedures. Finally, these procedures do not seem to be entirely justified in the eyes of the teachers, who are fairly inclined to agree with the fact that a better knowledge of the procedures would help them.

For the following question “How would you qualify the follow-through of the inclusion project for pupils with SEN?”, the teachers indicated which qualifier would be most suitable to describe the follow-through on the inclusion project(s) next year, in the same way as with the question asked to parents. Figures 9 and 10 present the results for the teachers in primary and secondary education respectively.

FIGURE 9 :

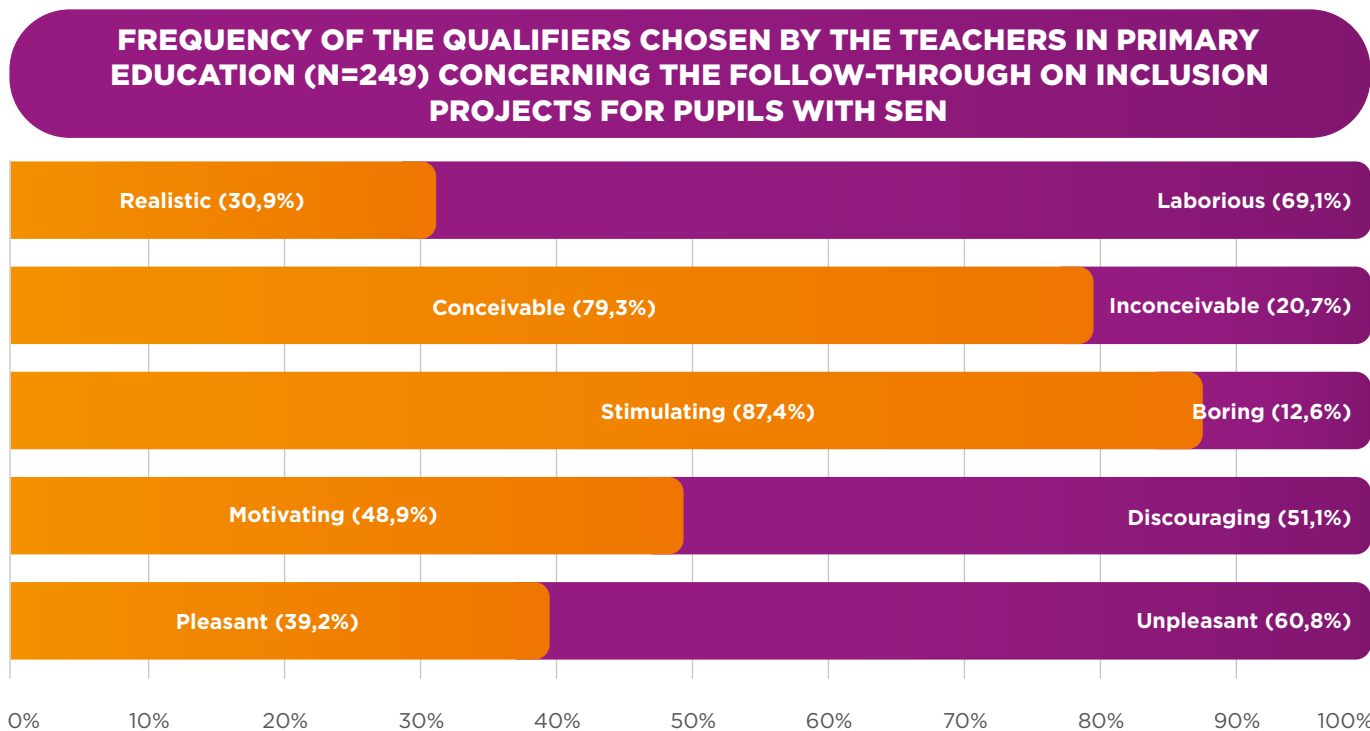
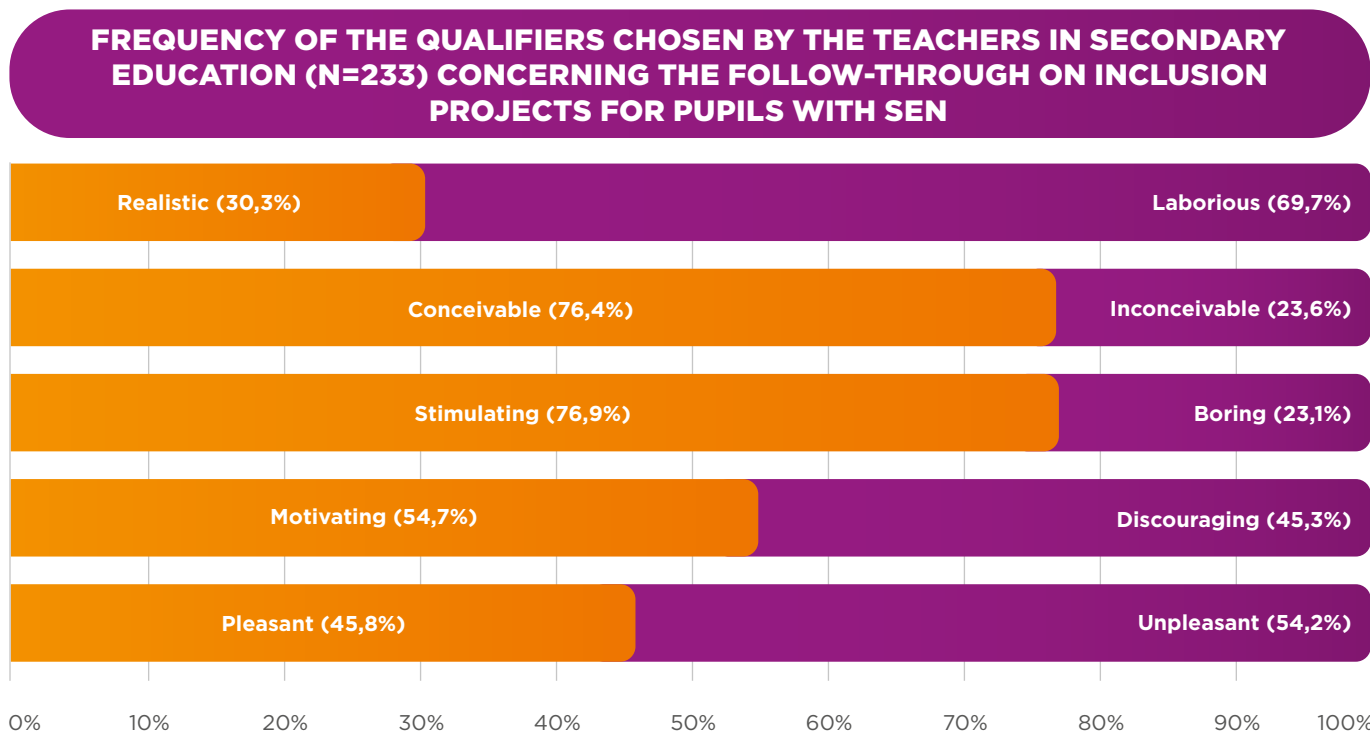


FIGURE 10 :



The teachers in primary education and secondary education perceive the follow-through on inclusion projects as rather unpleasant and laborious, but also as conceivable

and stimulating. They are motivated and ready to engage in the inclusion projects.

KEY FINDINGS:

The primary school teachers report that they generally have an average knowledge of the administrative procedures related both to identifying a pupil with special educational needs and implementing adaptations or accommodations for the pupils. For the secondary school teachers, this same knowledge sometimes seems to be limited. Also, the teachers report that they know relatively little about the roles of the actors at each point in the procedure. Finally, the procedures do not seem to be entirely justified in the eyes of all of these teachers.

The teachers therefore report a certain lack of knowledge as well as the laborious nature of the follow-up on inclusion projects. Nonetheless, they seem motivated to develop their knowledge and to invest in the inclusion projects.

KNOWLEDGE OF THE PROCEDURES BY THE SUPPORT STAFF

In a similar way to the parents and teachers, the questions and items were asked of the support staff, i.e. the I-EBS, the ESEB's support staff and the specialist practitioners, in order to assess their knowledge of the procedures and administrative steps related to the inclusion project of pupils with SEN. The support staff responded to the following items on a Likert scale from "Totally disagree (1)" to "Totally agree (5)".

TABLE 9 :

DESCRIPTIVE STATISTICS RELATED TO KNOWLEDGE OF THE PROCEDURES BY THE SUPPORT STAFF

ITEMS	I-EBS (n = 41)			ESEB support staff (n = 86)			Specialist practitioners (n = 56)		
	M	SD	Mode	M	SD	Mode	M	SD	Mode
1. I have a good knowledge of the administrative procedures for identifying a child with special educational needs.	4.05	.64	4	3.93	.91	4	4.04	.91	4
2. I have a good knowledge of the administrative procedures for implementing adaptations or accommodations for pupils with special educational needs.	4.05	.64	4	3.91	.88	4	3.86	1.07	4
3. I know which school actor can/should intervene in the process of support for inclusion, and when.	3.98	.53	4	2.58	1.07	2	2.53	1.14	2
4. My role is clearly defined in the framework of the administrative procedures connected with the inclusion project.	3.33	.94	4	3.28	1.14	4	3.60	.93	4
5. The procedures for including children with special educational needs in mainstream education are in line with the (financial and human) resources available for the actors in the school environment.	2.56	1.09	2	3.98	.73	4	3.84	.97	4
6. I consider these administrative procedures to be justified.	3.05	.87	3	3.03	1.06	4	2.84	1.02	2
7. I think these administrative procedures are straightforward.	2.48	.90	2	2.51	.99	2	2.29	1.01	2

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

The support staff all seem to have a good knowledge of their own role and consider that the resources available and the administrative procedures are not very straightforward. Concerning the knowledge of the roles

of the other actors as well as the consistency between the recommendations and the resources available, the opinions of these actors diverge. As described below, we actually see very distinct results for items 3 and 5.

- For the first two items regarding the knowledge of the procedures related to identifying the special needs and putting adaptations and accommodations in place, the means are relatively high, between 3.86 and 4.05 with a mode of 4 (namely “agree”) for all of these actors. These people seem inclined to agree with the items, thus indicating that they have a good understanding of these procedures.
- For the third item, the ESEB support staff and the specialist practitioners report relatively similar results. With their respective means of 2.53 and 2.58, these two actors do not generally agree (mode 2) with the statement that they know which educational actor(s) need(s) to intervene at which point. Conversely, the I-EBS seem more inclined to agree with this item with a mean of 3.98 and a mode of 4 (corresponding to the answer “agree”).
- However, the answers to the fourth item show that these three actors have a good knowledge of their own role. In fact, according to the means (situated between 3.28 and 3.60) and the modes equivalent to 4 (i.e. the answer “agree”), the three actors seem to agree with the fourth item: “My role is clearly defined in the framework of the administrative procedures connected with the inclusion project”.
- For the fifth item, we notice a distinction between the I-EBS and the other actors, in the sense that the I-EBS do not seem to agree with the item (with a mean of 2.56 and a mode of 2 corresponding to the answer “disagree”) whereas the ESEB support staff and the specialist practitioners report that they are rather inclined to agree (with a mean of 3.98 and 3.84 and a mode of 4 corresponding to the answer “agree”). It therefore seems that the I-EBS perceive the “procedures for including children with special educational needs” as less in line “with the (financial and human) resources available for the actors in the school environment” than the ESEB support staff and the IS.
- Concerning the sixth item, “I consider these administrative procedures to be justified”, the answers from the

actors vary. The I-EBS seem to neither agree nor disagree with this item with a mean of 3.05 and a mode of 3. With a mean of 3.03, it seems that the ESEB support staff neither agree nor disagree, even if the most recurrent mode of answer is 4, namely “agree”. As for the specialist practitioners, they seem to agree least with this item with a mean of 2.84 and a mode of 2 (corresponding to the answer “disagree”).

- Finally, concerning the last item on this table, the three actors report similar answers with means of between 2.29 and 2.51 as well as a mode of 2 (equivalent to “disagree”). They also seem to rather disagree with the fact that the administrative procedures are “straightforward”.

KEY FINDINGS:

The support staff, i.e. the I-EBS, the ESEB support staff and the specialist practitioners, have a good knowledge of the administrative procedures related both to identifying a pupil with special educational needs and implementing adaptations or accommodations for the pupils. The I-EBS underline nonetheless that the results of the procedures are not consistent with the resources available in the field. The procedures are perceived by these three actors as more or less justified but not very straightforward.

Although all of them seem to know their own role well within the framework of inclusive education, the I-EBS report that they have a better knowledge of the actors and their role within the process, compared to the ESEB support staff and specialist practitioners.

5.1.3. Specific procedures related to diagnosis

The procedures related to the diagnosis are specific and this is a vital step. We therefore addressed certain items to the parents and teachers to assess their knowledge of the diagnostic procedures.

THE PARENTS’ KNOWLEDGE OF THE PROCEDURES RELATED TO DIAGNOSIS

First, we were interested to find out who the parents of pupils with SEN identified as the people who had initiated the procedures related to the diagnosis of the special needs and/or the requests for help (such as putting support or reasonable accommodations in place).

The parents of pupils with SEN signalled their degree of disagreement or agreement (on a 5-point Likert scale from “Totally disagree” to “Totally agree”) with statements indicating whether one actor or another had initiated the requests for diagnosis and/or support for their child.



TABLE 10 :

DESCRIPTIVE STATISTICS RELATED TO THE ACTORS WHO INITIATED THE REQUESTS FOR DIAGNOSIS AND/OR SUPPORT FOR THE PUPIL WITH SEN

ITEMS: These requests for diagnosis and/or accompaniment were initiated by...	Parents of pupils with SEN in primary school (n = 51)			Parents of pupils with SEN in secondary schools (n = 56)		
	M	SD	Mode	M	SD	Mode
Us, as parents	4.14	1.041	Totally agree	4.61	.811	Totally agree
The teacher(s)	3.59	1.306	Agree	2.80	1.433	Totally disagree
The I-EBS	2.21	1.200	Totally disagree	N/A	N/A	N/A
A doctor	2.51	1.308	Totally disagree	2.38	1.469	Totally disagree
The CI for the region	2.67	1.398	Totally disagree	2.18	1.219	Totally disagree

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

According to the answers from parents of pupils with SEN in primary and secondary education, it seems that in the majority of cases, it is the parents who initiate the requests for diagnosis and/or support. According to the parents, it is only the teachers in primary education who also seem to initiate these types of requests. These results therefore highlight the importance of informing parents and teachers about the administrative procedures, with a view to supporting the development of their knowledge.

We also asked parents to indicate to what extent they are able to find out information on their child's diagnosis from the I-EBS, from a member of the ESEB, from the Competence centre, from the deputy director, or from a member of the directorate, from the (school) Inclusion Commission and from the National inclusion commission. The parents responded for each of these actors on a Likert scale from "Totally disagree (1)" to "Totally agree (5)". The tables below show the actors for primary and secondary education, based on the data collected from the parents. The actors higher up in the table are those for whom the parents report the highest level of agreement regarding the fact that they would be able to find out information on their child's diagnosis.

TABLE 11 :

DESCRIPTIVE STATISTICS RELATED TO THE CONTACT PEOPLE CONCERNING THE DIAGNOSIS PROCEDURES, ACCORDING TO THE PARENTS OF PUPILS WITH SEN IN PRIMARY EDUCATION

ITEMS: If necessary, I can get information on the diagnosis procedure from...	Parents of pupils with SEN in primary schools (n = 51)	
	M	SD
ESEB	3.52	.90
Competence centre	3.49	.96
I-EBS	3.42	.76
(School) inclusion commission	3.29	1.03
Deputy director/a member of the directorate	3.18	.84
National inclusion commission	3.16	.99

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

TABLE 12 :

DESCRIPTIVE STATISTICS RELATED TO THE CONTACT PEOPLE CONCERNING THE DIAGNOSTIC PROCEDURES, ACCORDING TO THE PARENTS OF PUPILS WITH SEN IN SECONDARY EDUCATION

ITEMS: If necessary, I can get information on the diagnosis procedure from...	Parents of pupils with SEN in secondary schools (n = 56)	
	M	SD
Competence centre	3.26	1.29
(School) inclusion commission	3.11	1.28
ESEB	3	1.04
National inclusion commission	2.90	1.17
Deputy headteacher /a member of the school management	2.89	1.24

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

For primary education, it seems that the ESEB support staff, the Competence centres and the I-EBS are the three actors from whom the parents believe they can gather information regarding their child’s diagnosis.

For parents of secondary school pupils, it seems that this is more likely from the Competence centres, from the school inclusion commission and the members of the ESEB.

The members of the ESEB and the Competence centres, as well as the I-EBS for primary education, seem to be the contact people for parents during diagnostic procedures.

KEY FINDINGS:

Primarily, it is the parents who initiate requests for diagnosis and support. Other than them, it is only primary school teachers who also initiate these types of requests. It should also be noted that within the framework of these requests it is the I-EBS, the ESEB support staff and the members of the Competence centres who seem to be the contact people for the parents.

KNOWLEDGE OF THE INFORMATION TO BE TRANSMITTED BY THE TEACHERS WITHIN THE CONTEXT OF THE DIAGNOSIS

We also addressed two items to the teachers to assess the extent to which teachers know what information to transmit within the context of these diagnosis procedures. The teachers were able to respond on a Likert scale from “*Totally disagree (1)*” to “*Totally agree (5)*”.

TABLE 13 :

DESCRIPTIVE STATISTICS RELATED TO KNOWLEDGE OF THE INFORMATION TO BE TRANSMITTED BY THE TEACHERS WITHIN THE CONTEXT OF THE DIAGNOSIS

ITEMS	Primary school teachers (n = 249)			Secondary school teachers (n = 233)		
	M	SD	Mode	M	SD	Mode
1. I know what information should be included in a school report (in the context of diagnosis)	3.12	1.08	4	2.38	1.13	2
2. Teachers are in a position to decide what information should be included in a report	2.90	.92	3	3.13	.98	3

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

The teachers in primary education report that they tend to agree (with a mean of 3.12 and a mode of 4 corresponding to "Agree") with the item indicating that they know what information to put in a report. However, teachers in secondary schools seem more inclined to disagree with this item (with a mean of 2.38 and a mode of 2 corresponding to "Disagree"). The secondary school teachers seem to be

less informed on what information to put in these reports. The teachers in both primary and secondary schools seem to neither agree, nor disagree with the following statement: "Teachers are in a position to decide what information should be included in a report". Teachers report means that are situated between 2.90 and 3.13 as well as modes of 3 corresponding to the answer "neither agree nor disagree".

KEY FINDINGS:

The primary school teachers are capable of determining the information to put in a report within the context of the diagnosis, whereas the secondary school teachers do not feel capable of doing so. For the other procedures, the teachers have a moderate understanding of the information to include in the files.

It seems that the parents and teachers are involved in these procedures for the diagnosis, but the question on people's roles and functions within the context of the procedures remains a central issue. This is why we questioned the teachers and support staff on these aspects.

5.1.4. The roles of the actors involved in the administrative procedures

The following items were suggested to teachers and support staff to assess their knowledge on the roles of the actors during the procedures related to inclusive education. The teachers and support staff were able to demonstrate their level of agreement by choosing an answer on a Likert scale from "Totally disagree (1)" to "Totally agree (5)".

TEACHERS' KNOWLEDGE OF THE ROLES

TABLE 14 :

DESCRIPTIVE STATISTICS RELATED TO TEACHERS' KNOWLEDGE OF THE ROLES

ITEMS	Primary school teachers (n = 249)			Secondary school teachers (n = 233)		
	M	SD	Mode	M	SD	Mode
I know which school actor can/should intervene in the process of support for inclusion, and when.	2.85	1.05	2	2.82	1.14	4

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

As described above, the primary school teachers as well as the secondary school teachers report, with means of around 2.80, that they tend to rather disagree or "neither agree, nor disagree" with the following item. "I know which school actor can/should intervene in the process of support for inclusion, and when." These means correspond once

again to the answers "disagree" and "neither agree, nor disagree". However, the modes are diametrically opposed: the most frequent answer for the primary school teachers is "disagree" whereas for secondary school teachers, it is the answer "agree".

KEY FINDINGS:

The primary school teachers are the people who have daily and direct contact with parents and pupils. Nonetheless, they confirm that they have a lack of knowledge regarding the specific roles of the other actors in the school environment who are also involved at the different stages of an inclusion project.

SUPPORT STAFF'S KNOWLEDGE OF THE ROLES

TABLE 15 :

DESCRIPTIVE STATISTICS RELATED TO THE SUPPORT STAFF'S KNOWLEDGE OF THE ROLES

ITEMS	I-EBS (n = 41)			ESEB support staff (n = 86)			Specialist practitioners (n = 56)		
	M	SD	Mode	M	SD	Mode	M	SD	Mode
1. I know which school actor can/should intervene in the process of support for inclusion, and when.	3.98	.53	4	2.58	1.07	2	2.53	1.14	2
2. My role is clearly defined in the framework of the administrative procedures connected with the inclusion project.	3.33	.94	4	3.28	1.14	4	3.60	.93	4

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

Concerning the same item, the ESEB support staff and the specialist practitioners report rather similar results, with means of 2.53 and 2.58 and modes of 2, corresponding to the answer "disagree". Conversely, the I-EBS seem more inclined to agree with this item with a mean of 3.98 and a mode of 4 (corresponding to the answer "agree"). The I-EBS report that they have a fairly good knowledge of the actors and their roles within the process, whereas the ESEB support staff and the specialist practitioners perceive that they have less knowledge.

Since the support staff are relatively involved in the administrative process, they were asked one question regarding the definition of their own role: "My role is clearly defined in the framework of the administrative procedures connected with the inclusion project." These three actors report that they have a good knowledge of their own role. In fact, according to the means (situated between 3.28 and 3.60) and the modes equivalent to 4 (i.e. the answer "agree"), the three actors seem to agree with this item.

Using the same logic, we addressed items to the I-EBS, the ESEB support staff and the specialist practitioners, to assess how they perceive their duties as well as their day-to-day tasks. They responded to these items by choosing an answer on a Likert scale from "Totally disagree (1)" to "Totally agree (5)".

TABLE 16 :

DESCRIPTIVE STATISTICS RELATED TO THE DUTIES OF THE SUPPORT STAFF

ITEMS	I-EBS (n = 41)			ESEB support staff (n = 86)			Specialist practitioners (n = 56)		
	M	SD	Mode	M	SD	Mode	M	SD	Mode
1. My mission as a teaching assistant is clearly defined (including by law).	3.46	1.12	4	3.16	1.11	4	3.31	1.06	4
2. My mission as a teaching assistant is not well known to teachers in mainstream education.	2.87	.99	2	2.87	1.10	2	3.15	.75	3
3. My mission as a teaching assistant is respected by teachers in mainstream education.	3.72	.81	4	3.53	1.04	4	3.25	.67	3
4. What I am asked to do in my work goes far beyond the educational aspect (assistance with hygiene, family support, etc.).	3.10	.95	3	3.25	1.18	3	2.96	1.17	2

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

These descriptive results show that the three actors tend to rather agree with the item: *“My mission as a teaching assistant is clearly defined (including by law).”* In fact the means are comprised between 3.16 and 3.46 and the modes are all equivalent to 4 (corresponding to the answer *“agree”*). Also, with means of between 2.87 and 3.15, these actors all tend to rather disagree or neither agree nor disagree with the item *“My mission as a teaching assistant is not well known to teachers in mainstream education.”* The support staff identify their duties clearly and feel some recognition for their role by the other actors in education.

Concerning item 3, namely *“My mission as a teaching assistant is respected by teachers in mainstream education.”*, the I-EBS and the ESEB support staff report that they rather tend to agree with this item. The means are from 3.53 to 3.72 and the modes are equivalent to 4. The specialist practitioners seem to neither agree, nor disagree with this same item. The I-EBS and ESEB support staff seem to perceive that their duty as an assistant is more respected by teachers.

Regarding the last item, the I-EBS and ESEB support staff seem to neither agree nor disagree with the item: *“What I am asked to do in my work goes far beyond the educational aspect (assistance with hygiene, family support, etc.)”*. The means for these two actors are 3.10 and 3.25 whereas for the specialist practitioners, the mean is 2.96. The answer most frequently reported by these specialist practitioners is *“disagree”*.

KEY FINDINGS:

The support staff perceive that their duties are fairly clearly defined and delineated correctly. They feel respect and recognition from the teachers concerning their role. When these support staff have to identify the distinct roles of the actors according to the procedural step and the administrative procedures related to the inclusive education project, the ESEB support staff as well as the specialist practitioners report some difficulty in identifying the key actors.

Note that, even if these results remain fairly encouraging, it would be interesting to assess to what extent the I-EBS, the ESEB support staff and the specialist practitioners have the opportunity to carry out the activities that are legally described as part of their role. (see an overview of the duties in annexe A).

For the teachers, the roles and functions of the actors may not always be very easy to discern. Information for teachers on the specific duties of each type of support staff, could help everyone to have a good understanding of each person’s role. Also, with regard to the teachers, it would be necessary to inform them better on the procedures and

to reconsider their role in the selection of information. The question is: Do the teachers have sufficient information to select the relevant elements to be included in a report within the context of a diagnostic assessment?

5.2. Results related to the culture of cooperation

Beyond the aspects related to the support, guidance and governance structures, we were also interested in the culture of cooperation. To this end, some items were addressed to the parents, to the teachers, to the support staff and to the EBS. On the one hand, these items aim to assess the characteristics related to the collaborations, such as the frequency, the climate or the focus of these collaborations. On the other hand, these items made it possible to assess the involvement of the parents of pupils with SEN during collaborations and the teachers’ and support staff’s feelings regarding their ability to collaborate. Lastly, some items were suggested to the parents, to the teachers, to the support staff and to the pupils with SEN themselves with a view to collecting some indicators related to these different participants’ sense of belonging. We present the descriptive results below, first of all those concerning the collaborations and, afterwards, the ones regarding the sense of belonging, and do so for each sample.

5.2.1 Collaborations

RELATED TO THE PARENTS

The parents of the pupils with SEN reported their perception of the frequency of collaborations with each of the actors listed. They responded on a scale from *“Never (1)”* to *“Daily (6)”*. They also had the option to choose the answer *“Not applicable (0)”*.



FREQUENCY OF COLLABORATIONS

TABLE 17 :

DESCRIPTIVE STATISTICS CONCERNING THE FREQUENCY OF THE COLLABORATIONS BETWEEN PARENTS OF PUPILS WITH SEN IN PRIMARY EDUCATION AND OTHER ACTORS

ITEMS: COLLABORATIONS WITH	Parents of pupils with SEN in primary schools (n = 51)	
	M	SD
A teacher in mainstream education	3.98	1.283
A teaching assistant of the ESEB	2.37	1.734
A specialist at the Competence centre	1.71	1.762
A professional of the ESEB support team (physiotherapist, speech therapist, etc.)	1.55	1.299
A member of/The Competence centre	1.54	1.624
A teacher of specialised education assigned to the mainstream school (I-EBS)	1.43	1.455
The parents of pupils with special educational needs	1.33	1.463
The National inclusion commission	1.27	1.221
The director/deputy director of the regional directorate	1.21	1.071
The General directorate for inclusion	.77	.729
The directorate of the Competence centres	.75	.729

ANSWERS: Not applicable (0), Never (1), Annually (2), Every term (3), Monthly (4), Weekly (5), Daily (6)

The parents of pupils with SEN in primary education report that they collaborate with teachers most regularly. With a mean of 3.98, it seems that parents collaborate with teachers on an almost monthly basis. The second actor with whom the parents collaborate most frequently is the ESEB support person. The mean of 2.37 indicates that this collaboration is annual. Concerning collaborations with the specialist practitioners, the ESEB support team professionals, a member of the Competence centre, an I-EBS, the

parents of pupils with SEN, the National inclusion commission and the deputy director of the regional directorate, the means are comprised between 1.21 and 1.71 indicating that the collaborations are relatively rare (between the answers "Never" and "Annually"). With means of below 1 (corresponding to "Never"), collaborations with the General directorate for inclusion and the directorate of the Competence centres do not seem to take place.

TABLE 18 :

DESCRIPTIVE STATISTICS CONCERNING THE FREQUENCY OF THE COLLABORATIONS BETWEEN PARENTS OF PUPILS WITH SEN IN SECONDARY EDUCATION WITH OTHER ACTORS

ITEMS: COLLABORATION WITH	Parents of pupils with SEN in secondary schools (n = 56)	
	M	SD
A teacher in mainstream education	3.11	1.176
A specialist at the Competence centre	1.81	1.722
A teaching assistant of the ESEB	1.66	1.556
A member of/The Competence centre	1.64	1.359
A professional of the ESEB support team (physiotherapist, speech therapist, etc.)	1.54	1.690
The directorate of the Competence centres	1.21	1.271
The secondary school inclusion commission	1.15	1.280
The parents of pupils with special educational needs	.94	1.017
The National inclusion commission	.92	.978
The General Directorate for inclusion	.80	.855

ANSWERS: Not applicable (0), Never (1), Annually (2), Every term (3), Monthly (4), Weekly (5), Daily (6)

The parents of pupils with SEN in secondary schools report that they collaborate most regularly with the teachers. With a mean of 3.11, it seems that parents tend to collaborate with teachers on a termly basis. The second actor with whom the parents collaborate most frequently is the specialist practitioner. The mean of 1.81 indicates that in general, this collaboration is barely taking place annually. Concerning the collaborations with the ESEB support person, a member of the Competence centre, the professionals from the ESEB support team, the directorate of the Competence centres and the secondary school inclusion commission, the means are comprised between 1.66 and 1.15 indicating that the collaborations are fairly rare (between the answers “Never” and “Annually”). With regard to the collaborations with parents of other pupils with SEN, the National inclusion commission and the General directorate for inclusion, with means of below 1 (corresponding to “Never”), these seem to be non-existent.

It is important to note that for these two tables, the standard deviations for the majority of the results are fairly high (above 1), indicating a rather significant variation in parents’ experiences.

CLIMATE OF COLLABORATION

The following items were addressed to the parents of pupils with SEN to assess the climate of collaboration during the collaborations they have with various actors within the context of their child’s inclusion projects. They responded to each of the items by choosing an answer on a Likert scale from “Totally disagree (1)” to “Totally agree (5)”.

TABLE 19 :

DESCRIPTIVE STATISTICS RELATED TO THE CLIMATE OF COLLABORATION AS PERCEIVED BY THE PARENTS OF PUPILS WITH SEN

ITEMS	Parents of pupils with SEN in primary school (n = 51)		Parents of pupils with SEN in secondary schools (n = 56)	
	M	SD	M	SD
It’s easy to talk about the difficulties my child is having with learning.	4.02	.81	3.71	1.11
Nobody really gives their point of view (recoded item).	3.50	1.11	3.51	1.04
Everyone is encouraged to give their point of view.	3.82	.90	3.63	.93
Decisions made as a result of meetings are validated by us as parents.	4.04	.75	3.55	1.01
The decisions made as a result of meetings are adhered to.	3.88	.82	3.52	.96
Meetings are organised on a regular basis.	3.49	1.04	2.74	1.16
Meetings are organised satisfactorily.	3.63	.91	3.15	1.05
At these meetings, the atmosphere is one of trust.	2.04	.87	2.25	.85
At these meetings, the atmosphere is one of respect.	1.87	.84	2.12	.99
Composite score.	3.84	.61	3.60	.76

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

After having conducted factorial analyses and checked the reliability of the mean score for these items, we calculated a mean score, which here is called a “composite score”. The descriptive analysis of this score shows that both the parents of pupils with SEN in primary schools and those of pupils with SEN in secondary schools perceive relatively similar climates of collaboration which tend to be favourable. The means are situated between 3.60 and 3.84 and indicate that the parents report answers that are relatively positive with regard to the climate of collaborations.

The only items for which the means are lower are those that describe the atmospheres of trust and respect during meetings. The parents seem inclined to disagree with these items. They do not entirely seem to perceive trust or respect during discussions. Also, the parents of pupils with special educational needs in primary education report that they agree more with the items that indicate the fact that these meetings are organised regularly and satisfactorily. The means are around, or just above 3.5 for the parents of pupils with SEN in primary education, whereas for the parents of pupils with SEN in secondary education, the means are 2.74 and 3.15. Also, the parents of pupils with SEN in primary schools seem to be fairly in agreement with the fact that the decisions are validated and adhered to, with a mean of 4.04, whereas the parents of pupils with SEN in secondary schools, with a mean of 3.55, seem to neither agree nor disagree with this item.



THE FOCUS OF COLLABORATIONS

The following items were addressed to the parents of pupils with SEN in order to assess what subject their discussions focus on within the context of the collaborations around their child's inclusion project. The parents responded to each of the items by choosing an answer on a Likert scale from "Totally disagree (1)" to "Totally agree (5)".

TABLE 20 :

DESCRIPTIVE STATISTICS RELATED TO THE CLIMATE OF COLLABORATION AS PERCEIVED BY THE PARENTS OF PUPILS WITH SEN IN PRIMARY EDUCATION

ITEMS: How often do you discuss the following subjects? In general, we cover...	Parents of pupils with SEN in primary schools (n = 51)	
	M	SD
Pupils' classwork	3.64	1.25
The pupil's motivation	3.64	1.24
Relations between the pupil included in mainstream education and their peers/ classmates	3.55	1.15
Events in the everyday life of the school (swimming, etc.)	3.43	1.39
Teaching content	3.38	1.32
The assessments carried out by pupils in class	3.32	1.10
The methods and adaptations to use in class	3.20	1.04
Events in the school's social life (school celebrations, excursions, etc.)	3.04	1.35
The PEI	2.73	1.23
Composite score - Individual focus	3.42	1.12
Composite score - Educational focus	3.27	.99

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

During the meetings, the parents of pupils with SEN in primary education seem to agree more with the fact that they discuss the child's classwork, their motivation and their relations with the other pupils than the PEI.

TABLE 21 :

DESCRIPTIVE STATISTICS RELATED TO THE CLIMATE OF COLLABORATION AS PERCEIVED BY THE PARENTS OF PUPILS WITH SEN IN SECONDARY EDUCATION

ITEMS: How often do you discuss the following subjects? In general, we cover...	Parents of pupils with SEN in secondary schools (n = 56)	
	M	SD
The pupil's motivation	3.07	1.26
Pupils' classwork	2.82	1.23
The assessments carried out by pupils in class	2.76	1.26
Relations between the pupil included in mainstream education and their peers/ classmates	2.67	1.36
Teaching content	2.56	1.34
The methods and adaptations to use in class	2.55	1.18
Events in the everyday life of the school (swimming, etc.)	2.47	1.46
Events in the school's social life (school celebrations, excursions, etc.)	2.17	1.31
The PEI	1.92	1.19
Composite score - Individual focus	2.61	1.13
Composite score - Educational focus	2.54	1.00

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

During the meetings, the parents of pupils with SEN in secondary schools seem to agree more with the fact that they discuss their child's motivation, the work and assessments their child has completed in class and their relations with the other pupils more than the PEI.

Generally, the parents of pupils at both levels of education perceive that they cover the individual as much as the educational aspects during the meetings. However, we notice relatively significant standard deviations (of over 1) which show that the parents have varied and diverse experiences.

We also asked the parents of pupils with SEN in primary and secondary education to what extent they feel comfortable collaborating with the different actors involved in the inclusion projects. The question addressed to parents was as follows: "To what extent do you feel comfortable with the idea of collaborating with the following people?" The parents were then able to indicate to what extent they felt capable of collaborating with each of the actors listed by responding on a Likert scale from "Totally disagree (1)" to "Totally agree (5)".

EXPECTATIONS FROM COLLABORATIONS

TABLE 22 :

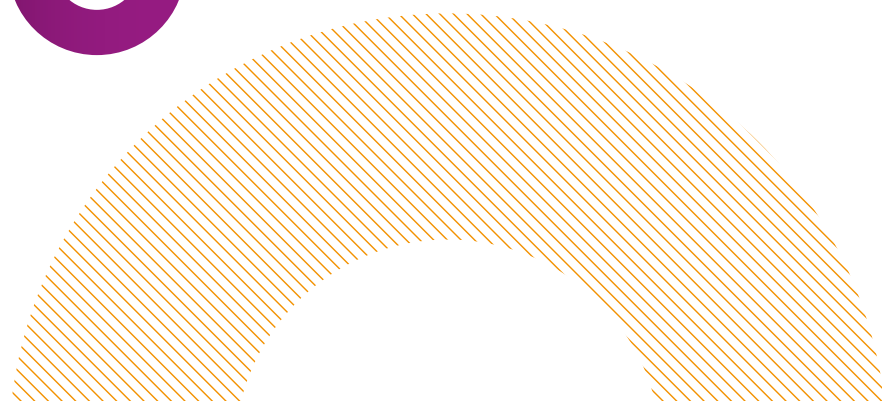
DESCRIPTIVE STATISTICS RELATED TO PARENTS' EXPECTATIONS FROM COLLABORATIONS

ITEMS: I FEEL ABLE...	Parents of pupils with SEN in primary schools (n = 51)		Parents of pupils with SEN in secondary schools (n = 56)	
	M	SD	M	SD
... to collaborate with teachers at a mainstream school regarding my child's special needs.	4.02	1.36	3.98	1.578
... to collaborate with the I-EBS of the mainstream school.	3.28	1.84	X	X
... to collaborate with the teaching assistant of the ESEB.	3.46	1.79	3.13	2.03
... to collaborate with the specialist at the Competence centre.	3.47	1.67	2.79	2.16
... to collaborate with the ESEBs (physiotherapist, speech therapist, etc.) regarding my child's special needs.	3.24	1.84	2.78	2.18
... to collaborate with the ESEBs (educationalists or psychologists) regarding my child's diagnosis/needs.	3.57	1.78	3.25	2.01
... to collaborate with the regional directorate of mainstream education/ directorate of secondary schools.	3.40	1.64	3.75	1.59
... to collaborate with the directorate of the Competence centre.	3.16	1.85	2.69	2.05
... to collaborate with the (school) inclusion commission.	3.29	1.72	2.98	1.93
... collaborate with other parents of pupils with special educational needs.	2.98	1.66	3.00	1.82

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

With means of between 3 (corresponding to the answer "Neither agree nor disagree") and 4 (corresponding to the answer "Agree"), the parents of pupils with SEN in primary education seem to feel fairly competent to collaborate with the various actors, except for collaborations with other parents of pupils with SEN. In fact, for this last item, the mean is just below 3.

With means equally comprised between 3 and 4, the parents of pupils with SEN in secondary schools seem to also feel fairly competent to collaborate with some actors, namely the teachers in mainstream schools, the ESEB support person, the members of the ESEB (educationalist or psychologist) and the schools' management. For the collaborations with the other actors, the means are equal to or below 3, indicating a potential disagreement or neutrality regarding whether they feel competent to collaborate with these people.



KEY FINDINGS:

The parents collaborate most frequently with teachers, both in primary and secondary schools. These collaborations are often monthly whereas with the ESEB support staff, specialist practitioners and the I-EBS they are annually at best. Despite the significant number of school actors involved in the inclusive education system, the relationship with the teachers remains privileged and the parents highlight that they feel relatively able to collaborate with the actors at a local level. We can therefore question the pertinence and the specific roles of the multiple actors involved at all three levels of the inclusive education system.

All of the parents perceive the climates of collaboration as rather favourable. Particular attention should be paid to the regularity of the meetings in secondary schools. Also, the parents underline that they only perceive a little trust and respect during the discussions. Improving the framework could facilitate and improve collaborations. Despite a variety of different experiences, these meetings seem to focus as much on the educational aspects as on the individual aspects with recurrent topics such as the pupil's motivation, their work and assessments and their relations with their peers.

IN RELATION TO THE TEACHERS

The data reported by the teachers in primary and secondary schools is presented below, regarding the aspects of collaborations and more precisely the frequency, the focus and the climate of the collaborations as well as how they feel about their ability to collaborate with others.

FREQUENCY OF COLLABORATIONS

For the aspects concerning the frequency of collaborations, the teachers responded on a scale from "Never (1)" to "Daily (6)". They also had the option to choose the answer "Not applicable (0)".

TABLE 23 :

DESCRIPTIVE STATISTICS CONCERNING FREQUENCY OF COLLABORATIONS BETWEEN TEACHERS IN PRIMARY EDUCATION AND OTHER ACTORS

ITEMS: COLLABORATION WITH	Primary school teachers (n = 249)	
	M	SD
Another teacher in mainstream education	4.32	1.765
A teaching assistant of the ESEB	3.85	1.828
The parents of pupils with special educational needs	3.77	1.206
Specialised teacher for pupils with special educational needs (I-EBS)	3.34	1.754
The director/deputy director of the regional directorate	2.19	1.054
The regional inclusion commission	2.15	.935
A specialist at the Competence centre	1.97	1.348
A professional paramedic (speech therapist, physiotherapist, etc)	1.77	1.159
A member of/The Competence centre	1.64	1.035
The secondary school inclusion commission	1.22	.585
The directorate of the Competence centres	1.19	.542
The General directorate for inclusion	1.11	.367

ANSWERS: Not applicable (0), Never (1), Annually (2), Every term (3), Monthly (4), Weekly (5), Daily (6)

The teachers in primary education report that they collaborate most regularly with other teachers. With a mean of 4.32 it seems that these collaborations are monthly. The second actor with whom these teachers collaborate most frequently is the ESEB support person. The mean of 3.85 implies that these collaborations take place at least every three months and up to every month. With a mean of 3.77, the primary school teachers collaborate equally frequently with the parents as they do with the ESEB support staff. They also collaborate every term (the mean being 3.34) with the I-EBS. The collaborations with the director/deputy director of the regional directorate and the regional inclu-

sion commission seem mainly to be annual. Concerning the collaborations with the specialist practitioners, the paramedical professionals, the Competence centre, the School inclusion commission, the directorate of the Competence centres and the General directorate for inclusion, the means are comprised between 1.11 and 1.97 indicating that the collaborations are fairly rare (between the answers "Never" and "Annually").

TABLE 24 :

DESCRIPTIVE STATISTICS CONCERNING THE FREQUENCY OF THE COLLABORATIONS BETWEEN THE TEACHERS IN SECONDARY EDUCATION AND OTHER ACTORS

ITEMS: COLLABORATION WITH	Secondary school teachers (n = 233)	
	M	SD
Another teacher in mainstream education	2.67	1.861
The parents of pupils with special educational needs	2.17	1.365
A teaching assistant of the ESEB	2.07	1.469
A specialist at the Competence centre	1.55	1.131
A professional paramedic (speech therapist, physiotherapist, etc.)	1.33	.935
A member of/The Competence centre	1.36	.859
The directorate of the Competence centres	1.15	.603
The Reasonable accommodations commission	1.54	.938
The secondary school inclusion commission	1.56	1.021
The General directorate for inclusion	1.09	.508

ANSWERS: Not applicable (0), Never (1), Annually (2), Every term (3), Monthly (4), Weekly (5), Daily (6)

The secondary school teachers report that they collaborate most regularly with other teachers. With a mean of 2.67, it seems that these collaborations are annual or every term. These teachers seem to collaborate with the parents of pupils with SEN and the ESEB support staff on an annual basis. The means, which are actually equivalent to 2.07 and 2.17 and 2 matches the answer "Annually". Concerning the collaborations with the other actors, the means are comprised between 1.09 and 1.55 indicating that the collaborations are fairly rare (between the answers "Never" and "Annually")

CLIMATE OF COLLABORATION

In order to assess the climate of collaboration, the following items were suggested to the teachers. The higher the score, the more the climate is perceived as positive by these actors. The teachers responded to each of the items by choosing an answer on a Likert scale from "Totally disagree (1)" to "Totally agree (5)".

TABLE 25 :

DESCRIPTIVE STATISTICS ON THE CLIMATE OF COLLABORATION AS PERCEIVED BY THE PRIMARY AND SECONDARY SCHOOL TEACHERS

ITEMS	Primary school teachers (n = 249)		Secondary school teachers (n = 233)	
	M	SD	M	SD
It's easy to talk about difficulties encountered in approaching learning	3.48	.94	3.39	.89
Nobody really gives their point of view (recoded item)	3.57	.87	3.44	.82
Everyone is encouraged to give their point of view	3.67	.73	3.49	.82
Whatever decisions are made, teachers are free to act as they see fit (recoded item)	2.90	.88	2.93	.86
Decisions are always made in agreement with the parents' wishes.	3.18	.90	3.13	.83
At these meetings, the atmosphere is one of trust	3.66	.79	3.60	.78
At these meetings, the atmosphere is one of respect	3.91	.71	3.83	.73
Composite score	3.52	.48	3.42	.48

ANSWERS: Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)

After having conducted factorial analyses and checked the reliability of the items, we calculated a mean which here is called a “composite score”. The descriptive analysis of these scores shows that the teachers seem to perceive the climates of collaboration as rather favourable. The means are in fact situated around 3.50 i.e. between the answers “neither agree nor disagree” and “agree”. The results are fairly similar for the primary and secondary school teachers. We can note however that the primary school teachers are more inclined to report feeling that “Everyone is encouraged to give their point of view.” We also note that the teachers seem more to be in disagreement or neutral, in relation to the recoded item “Whatever decisions are made, teachers are free to act as they see fit.” This means that the teachers think that each teacher must respect the decisions made.

THE FOCUS OF COLLABORATIONS

Some items were suggested to the teachers to assess what subjects the collaborations on inclusion projects focus on. A distinction is made between focusing on either the educational variables (for example lesson planning, the PEI etc.) or the individual variables (such as the pupil’s social life and day-to-day events). Two mean scores are therefore calculated. The teachers responded to each of the items by choosing an answer on a Likert scale from “Totally disagree (1)” to “Totally agree (5)”.

TABLE 26 :

DESCRIPTIVE STATISTICS ON THE FOCUS OF COLLABORATIONS AS PERCEIVED BY PRIMARY SCHOOL TEACHERS

ITEMS: How often do you discuss the following subjects? In general, we cover:	Primary school teachers (n = 249)	
	M	SD
The pupil’s motivation	4.58	1.48
Pupils’ classwork	4.28	1.70
Relations between the pupil included in mainstream education and their peers/ classmates	4.03	1.57
The methods and adaptations to use in class	3.85	1.42
Teaching content	3.76	1.59
Lesson planning	3.57	1.76
The assessments carried out by pupils in class	3.41	1.51
Events in the everyday life of the school (swimming, etc.)	2.85	1.37
Events in the school’s social life (school celebrations, excursions, etc.)	2.83	1.20
The PEI	2.17	1.02
Composite score - Educational focus	3.42	1.28
Composite score - Individual focus	3.53	1.27

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

During the meetings, the teachers of pupils with SEN in primary schools report the highest levels of agreement with the items that indicate a focus on the motivation of

pupils with SEN, the work they do in class and the relations between these pupils with SEN and the other pupils. The element that would be discussed the least is the PEI.

TABLE 27 :

DESCRIPTIVE STATISTICS ON THE FOCUS OF COLLABORATIONS AS PERCEIVED BY SECONDARY SCHOOL TEACHERS

ITEMS: How often do you discuss the following subjects? In general, we cover:	Secondary school teachers (n=233)	
	M	SD
The pupil's motivation	3.52	1.61
Relations between the pupil included in mainstream education and their peers/ classmates.	3.02	1.62
The assessments carried out by pupils in class	3.01	1.49
Pupils' classwork	2.94	1.59
The methods and adaptations to use in class	2.81	1.41
Teaching content	2.58	1.54
Lesson planning	2.48	1.61
Events in the school's social life (school celebrations, excursions, etc.)	2.01	1.29
Events in the everyday life of the school (swimming, etc.)	1.87	1.32
The PEI	1.63	.97
Composite score - Educational focus	2.60	1.20
Composite score - Individual focus	2.62	1.26

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

During the meetings, the teachers of pupils with SEN in secondary schools report that they tend to focus more on the motivation of the pupils with SEN, the relations between the pupils with SEN and the other pupils and the assessments and work these pupils do in class. The element that is discussed the least is once again the IEP.

In general, the teachers report that they focus on both individual and educational aspects. Nonetheless, we notice relatively significant standard deviations (of over 1) which show that the experiences are varied and diverse. Finally, we note that, with means of between 2.17 and 4.58, the primary school teachers seem to focus more on each of the variables, whether educational or individual, compared to the secondary school teachers.

PERCEPTION OF ABILITY TO COLLABORATE

Seven items were addressed to the teachers in order to assess whether they feel able to collaborate with families, parents and the other actors in the school environment. We calculated a mean score regarding whether they feel able to collaborate both with the family members (the parents) and the actors in the school environment. The teachers responded to each of the items on a Likert scale from "Totally disagree (1)" to "Totally agree (5)".

TABLE 28 :

DESCRIPTIVE STATISTICS RELATED TO THE PRIMARY AND SECONDARY SCHOOL TEACHERS' PERCEPTION OF THEIR ABILITY TO COLLABORATE

ITEMS	Primary school teachers (n = 249)		Secondary school teachers (n = 233)	
	M	SD	M	SD
I feel able to make sure that parents feel at ease during meetings.	4.16	.57	4.06	.67
I feel able to accompany families in the assistance they give their child to make things work at school.	4.01	.72	3.65	.88
I feel able to make sure that parents are involved in the school activities of their child with special educational needs.	3.49	.87	3.14	.93
I feel able to collaborate with other professionals (teaching assistants, speech therapists etc.) in devising educational projects for pupils with special educational needs.	3.65	.93	3.40	1.08
I am able to work in conjunction with teaching assistants during learning sessions.	3.97	.69	3.58	.99
I am able to work at the same time as someone else in the class.	4.11	.93	3.65	1.16
Composite score.	3.7	.53	3.46	.69

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

The primary and secondary school teachers seem to feel fairly capable of collaborating with the families. For example, for the following item: *"I feel able to make sure that that parents feel at ease during meetings."* the teachers report a mean of 4, corresponding to the answer *"Agree"*. The other means for the items related to the families are situated between 3.14 and 4.01.

Concerning the items related to the ability to collaborate with the actors in the school environment such as the support staff or paramedical professionals, with means of between 3.40 and 4.11, the primary and secondary school teachers report that they tend to agree with the items that indicate their competence to collaborate in order to create educational projects for pupils with SEN and to work together during learning sessions both within or outside the classroom. The primary school teachers seem to feel more confident to collaborate with an SEN support person in the same class or during preparation times than the secondary school teachers do.

KEY FINDINGS:

Of all of the actors with whom the teachers collaborate, they most frequently discuss things with their fellow teachers. They collaborate regularly with the ESEB support staff, the specialist practitioners and the I-EBS. These collaborations seem to be more frequent and regular in primary than in secondary schools. The primary school teachers collaborate with their colleagues on a monthly basis and every three months with the parents and ESEB support staff and the I-EBS whereas for secondary school teachers this frequency reduces to three times a year and once a year respectively.

While ensuring that parental wishes and recommendations in terms of inclusive education are respected, all of the teachers perceive the climates of collaboration as quite appropriate and favourable. These meeting focus as much on the educational aspects as the individual aspects, with the recurrent topics being identical to those identified by the parents, namely the pupil's motivation, their work and assessments, and their relations with their peers.

The primary and secondary school teachers feel able to collaborate equally well with the families as they do with the actors in the school environment. They also feel capable of working collaboratively during learning sessions in class and at preparation times outside the class.

RELATED TO THE SUPPORT STAFF

The data related to the collaborations reported by the I-EBS, the ESEB support staff and the specialist practitioners is presented below. We successively present the results related to the frequency, the climate and focus of the collaborations as well as those related to the feeling of competence to collaborate.

FREQUENCY OF COLLABORATIONS

For the aspects related to the frequency of the collaborations, the I-EBS, the ESEB support staff and the specialist practitioners responded to each of the following items on a scale from "Never (1)" to "Daily (6)". They also had the option to choose the answer "Not applicable (0)".

TABLE 29 :

DESCRIPTIVE STATISTICS CONCERNING THE FREQUENCY OF COLLABORATIONS BETWEEN THE I-EBS AND OTHER ACTORS

ITEMS: COLLABORATION WITH	I-EBS (n = 41)	
	M	SD
A teacher in mainstream education	5.50	.98
A teaching assistant of the ESEB	4.56	1.25
The parents of pupils with special educational needs	3.82	.90
A colleague of the ESEB diagnostic team (educationalist or psychologist)	3.73	.90
A professional of the ESEB support team (physiotherapist, speech therapist, etc.)	3.50	1.32
Specialised teacher for pupils with special educational needs (I-EBS)	3.47	1.62
The director/deputy director of the regional directorate	3.36	.81
The regional inclusion commission	3.30	.85
A specialist at the Competence centre	2.70	1.24
A professional paramedic (speech therapist, physiotherapist, etc.)	2.51	.94
A member of/The Competence centre	2.49	.97
The directorate of the Competence centres	1.64	1.11
The General directorate for inclusion	1.38	.75

ANSWERS: *Not applicable (0), Never (1), Annually (2), Every term (3), Monthly (4), Weekly (5), Daily (6)*

The I-EBS report that they collaborate most regularly with other teachers. With a mean of 5.50, it seems that these collaborations are weekly or daily. These I-EBS seem to collaborate with the ESEB support staff on a monthly basis, with a mean of 4.56. With means comprised between 3.30 and 3.82, the I-EBS report that they collaborate with the parents of pupils with SEN, a colleague from the ESEB diagnostic team (educationalist or psychologist), a professional from the ESEB support team (physiotherapist, speech therapist...) another I-EBS, the deputy director of the regio-

nal directorate and the regional inclusion commission on a termly to monthly basis. Concerning the collaborations with the directorate of the Competence centres and the General directorate for inclusion, the means are equivalent to 1.38 and 1.64, indicating that the collaborations are fairly rare (between the answers "Never" and "Annually").



TABLE 30 :

DESCRIPTIVE STATISTICS CONCERNING THE FREQUENCY OF THE COLLABORATIONS BETWEEN THE ESEB AND OTHER ACTORS

ITEMS: COLLABORATION WITH	ESEB support staff (n = 86)	
	M	SD
A teacher in mainstream education	5.76	.514
A teaching assistant of the ESEB	4.77	1.564
The parents of pupils with special educational needs	4.26	1.086
A colleague of the ESEB diagnostic team (educationalist or psychologist)	4.12	1.562
Specialised teacher for pupils with special educational needs (I-EBS)	3.47	1.942
A specialist at the Competence centre	3.23	1.266
The director/deputy director of the regional directorate	3.13	1.507
A member of/The Competence centre	3.11	1.217
A professional from the ESEB support team (physiotherapist, speech therapist, etc.)	2.92	1.610
A professional paramedic (speech therapist, physiotherapist, etc.)	2.57	1.445
The regional inclusion commission	2.55	1.259
The secondary school inclusion commission	2.11	1.588
The Reasonable accommodations commission	1.93	1.237
The directorate of the Competence centres	1.68	1.075
The General directorate for inclusion	1.41	.734

ANSWERS: *Not applicable (0), Never (1), Annually (2), Every term (3), Monthly (4), Weekly (5), Daily (6)*

The ESEB support staff report that they collaborate most regularly with the teachers in mainstream education. With a mean of 5.76, it seems that these collaborations are weekly or daily. The ESEB support staff seem to collaborate with the other ESEB support staff on a monthly or even weekly basis with a mean of 4.77. With means of 4.26 and 4.12, the ESEB support staff report that they collaborate with the parents of pupils with SEN and their colleagues from the ESEB diagnostic team (educationalist or psychologist) on a monthly basis. With means comprised between 3.11 and 3.47, the ESEB support staff reported having collaborations every term with the I-EBS, the specialist practitioners, the deputy director of the regional directorate or a member of

the Competence centre. According to the means reported by the ESEB support staff (comprised between 2.11 and 2.92), it seems that they have collaborated with the professionals in the ESEB support team (physiotherapists, speech therapists etc.) and paramedical teams (speech therapists, physiotherapists etc.) as well as with the regional inclusion commissions and the secondary school inclusion commissions on an annual to termly basis. Concerning the collaborations with the Reasonable accommodations commission, the directorate of the Competence centres and the General directorate for inclusion, the means are equivalent to 1.41 and 1.93, indicating that the collaborations are fairly rare (between the answers "Never" and "Annually").

TABLE 31:

DESCRIPTIVE STATISTICS CONCERNING THE FREQUENCY OF THE COLLABORATIONS BETWEEN THE SPECIALIST PRACTITIONERS AND OTHER ACTORS

ITEMS: COLLABORATION WITH	Specialist practitioners (n = 56)	
	M	SD
A member of/The Competence centre	5.33	1.018
A teacher in mainstream education	5.20	1.020
A specialist at the Competence centre	4.57	1.399
The parents of pupils with special educational needs	4.46	1.164
The directorate of the Competence centres	3.88	1.482
A teaching assistant of the ESEB	3.69	1.334
Specialised teacher for pupils with special educational needs (I-EBS)	3.33	1.395
A professional of the ESEB support team (physiotherapist, speech therapist, etc.)	3.24	1.422
A colleague of the ESEB diagnostic team (educationalist or psychologist)	3.08	1.353
A professional paramedic (speech therapist, physiotherapist, etc.)	2.73	1.078
The regional inclusion commission	2.61	1.288
The director/deputy director of the regional directorate	2.22	1.148
The secondary school inclusion commission	1.77	1.057
The Reasonable accommodations commission	1.71	1.021

ANSWERS: Not applicable (0), Never (1), Annually (2), Every term (3), Monthly (4), Weekly (5), Daily (6)

The specialist practitioners report that they collaborate most regularly with a member of the Competence centre and the teachers in mainstream education. With means of 5.33 and 5.20 respectively, it seems that these collaborations are weekly or daily. The specialist practitioners seem to collaborate with the other specialist practitioners and the parents of the pupils with SEN on a monthly or even weekly basis, with means of 4.57 and 4.46. With means comprised between 3.08 and 3.88, the specialist practitioners reported having collaborations every term with the directorate of the Competence centres, the ESEB support staff, the I-EBS, the ESEB support team professionals (physiotherapist, speech therapist etc.) and their colleagues from the ESEB diagnostic team (educationalist or psychologist). According to the means reported by the specialist practitioners (comprised between 2.22 and 2.73), it seems

that they have collaborated on an annual to termly basis with the paramedical professionals (speech therapist, physiotherapist etc.), the Regional inclusion commission and the deputy director of the regional directorate. Concerning the collaborations with the Secondary school inclusion commission and the Reasonable accommodations commission, the means are equivalent to 1.71 and 1.77, indicating that the collaborations are quite rare (between the answers "Never" and "Annually").



TABLE 32 :

**DESCRIPTIVE STATISTICS RELATED TO THE CLIMATE OF COLLABORATION
AS PERCEIVED BY THE I-EBS, THE ESEB SUPPORT STAFF AND
THE SPECIALIST PRACTITIONERS**

ITEMS	I-EBS (n = 41)		ESEB support staff (n = 86)		Specialist practitioners (n = 56)	
	M	SD	M	SD	M	SD
It's easy to talk about difficulties encountered in approaching learning.	3.62	.90	3.72	.81	3.33	.85
Nobody really gives their point of view. <i>(recoded item)</i>	3.61	.78	3.76	.78	3.82	.56
Everyone is encouraged to give their point of view.	3.85	.48	3.72	.66	3.81	.74
Whatever decisions are made, each school actor is free to act as they see fit. <i>(recoded item)</i>	2.81	.83	3.03	.88	2.97	.82
Decisions are always made in agreement with the parents' wishes.	3.00	.87	3.22	.92	2.98	.87
At these meetings, the atmosphere is one of trust.	3.95	.68	3.88	.72	3.60	.67
At these meetings, the atmosphere is one of respect.	4.08	.48	3.99	.61	3.94	.56
Composite score	3.72	.43	3.70	.51	3.57	.48

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

For the I-EBS, it seems that the climate of collaborations is relatively favourable. The mean for the composite score is 3.72, which is close to the answer "Agree", equivalent to 4. It is only for the item "Whatever decisions are made, each school actor is free to act as they see fit." that the mean is lower, i.e. 2.81. This mean is therefore between the answers "Disagree" and "Neither agree, nor disagree". Since this item has been recoded, it means that the I-EBS perceive that the school actors tend to have a certain amount of freedom regarding the actions they take, regardless of the decisions made. As for the ESEB support staff, they report means comprised between 3.03 and 3.99. The mean score is equivalent to 3.70, indicating that their perception is that the climate is fairly favourable to collaborations.

With regard to the specialist practitioners, the means are equally in the upper mean, primarily over 3.33. The mean score is equivalent to 3.57, indicating that their perception is that the climate is fairly appropriate and favourable to collaborations. Nonetheless, the means are lower for two items, namely: "Whatever decisions are made, each school actor is free to act as they see fit." and "Decisions are always made in agreement with the parents' wishes." In view of the fact that the first of these two items is recoded, this means that with a mean of 2.97, the specialist practitioners seem more inclined to neither agree nor disagree with the fact that the school actors do not act however they see fit, regardless of the decisions made during the meetings.

Similarly, with a mean of 2.98, the specialist practitioners seem to neither agree, nor disagree with the fact that the decisions are always in accordance with the parents' wishes.

THE FOCUS OF COLLABORATIONS

The following items were suggested to the I-EBS, the ESEB support staff and the specialist practitioners, just as they were to parents and teachers, to assess what topics the inclusion-project collaborations focus on. A distinction was made between the focuses based on either educational variables (for example, lesson planning, the PEI etc.), or individual variables (such as the pupil's social life and day-to-day events). Two mean scores are therefore calculated. The school actors responded to each of the items by choosing an answer on a Likert scale from "Totally disagree (1)" to "Totally agree (5)".

TABLE 33 :

DESCRIPTIVE STATISTICS ON THE FOCUS OF COLLABORATIONS AS PERCEIVED BY THE I-EBS

ITEMS: How often do you discuss the following subjects? In general, we cover...	I-EBS (n = 41)	
	M	SD
The pupil's motivation	4.79	.963
Pupils' classwork	4.66	.847
Relations between the pupil included in mainstream education and their peers/ classmates	4.51	.870
The teaching content	4.24	1.076
The methods and adaptations to use in class	4.24	1.011
Lesson planning	3.86	1.150
The assessments carried out by pupils in class	3.74	1.291
The PE	2.91	1.245
Events in the school's social life (school celebrations, excursions, etc.)	2.89	1.036
Events in the everyday life of the school (swimming, etc.)	2.81	1.309
Composite score - Educational focus	3.97	.79
Composite score - Individual focus	3.78	.75

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

The I-EBS report that during meetings they focus mainly on the motivation of the pupils with SEN, the work these pupils have done, as well as the relationships between their pupils with SEN and the other pupils. The less-frequently

discussed elements are social-life events at school and everyday life at school. In general, the I-EBS seem to focus as much on the individual as on the educational aspects.

TABLE 34 :

DESCRIPTIVE STATISTICS ON THE FOCUS OF COLLABORATIONS AS PERCEIVED BY THE ESEB SUPPORT STAFF

ITEMS: How often do you discuss the following subjects? In general, we cover...	ESEB (n = 86)	
	M	SD
The pupil's motivation	5.07	.963
Relations between the pupil included in mainstream education and their peers/ classmates	4.71	1.105
Pupils' classwork	4.61	1.424
The methods and adaptations to use in class	4.45	1.130
Teaching content	4.25	1.498
The assessments carried out by pupils in class	3.93	1.379
Lesson planning	3.87	1.631
Events in the everyday life of the school (swimming, etc.)	3.54	1.483
Events in the school's social life (school celebrations, excursions, etc.)	3.03	1.275
The PEI	2.93	1.197
Composite score - Educational focus	4.00	1.09
Composite score - Individual focus	4.07	1.02

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

During the meetings, the ESEB support staff report that they tend to focus more on the motivation of pupils with SEN, the relations between the pupils with SEN and the other pupils and the work these pupils with SEN do in

class. The less-frequently discussed elements are social life events at the school and everyday life at school as well as the PEI. Generally, the ESEB support staff report that they focus on both the individual and educational aspects.

TABLE 35 :

DESCRIPTIVE STATISTICS ON THE FOCUS OF COLLABORATIONS AS PERCEIVED BY THE SPECIALIST PRACTITIONERS

ITEMS: How often do you discuss the following subjects? In general, we cover...	Specialist practitioners (n = 56)	
	M	SD
The pupil's motivation	4.66	.98
The methods and adaptations to use in class	4.09	1.23
Relations between the pupil included in mainstream education and their peers/ classmates	4.06	1.22
Pupils' classwork	4.02	1.40
Teaching content	3.68	1.30
Lesson planning	3.31	1.49
Events in the everyday life of the school (swimming, etc.)	2.96	1.56
The assessments carried out by pupils in class	2.87	1.55
The PEI	2.42	1.14
Events in the school's social life (school celebrations, excursions, etc.)	2.31	1.14
Composite score - Educational focus	3.39	.98
Composite score - Individual focus	3.52	1.01

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

During the meetings, the specialist practitioners report that they focus more on the motivation of the pupils with SEN, the methods and adaptations to be used in class, as well as the relations between the pupils with SEN and the other

pupils. The less-frequently discussed elements are social life events at the school and the PEI. Generally, the specialist practitioners seem to focus on both the individual and educational aspects.

PERCEPTION OF ABILITY TO COLLABORATE

As for the teachers, seven items were addressed to the I-EBS, the ESEB support staff and the specialist practitioners in order to assess whether they feel able to collaborate with the families, parents and the other actors in the school environment. We calculated a mean score regarding whether they feel able to collaborate both with the family members (the parents) and the other actors in the school environment. The school actors responded to each of the items on a Likert scale from "Totally disagree (1)" to "Totally agree (5)".

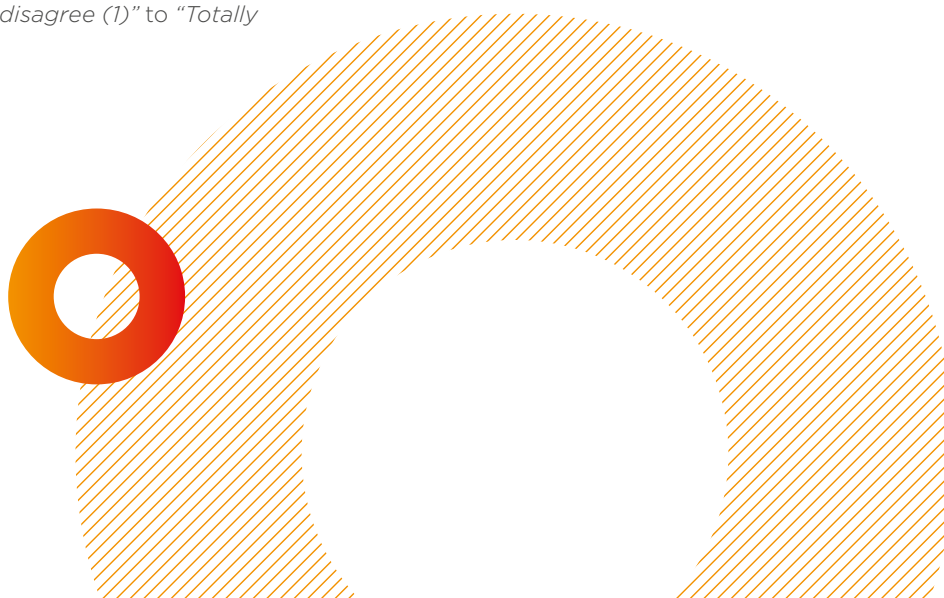


TABLE 36 :

**DESCRIPTIVE STATISTICS RELATED TO THE ABILITY TO COLLABORATE
AS PERCEIVED BY THE I-EBS, THE ESEB SUPPORT STAFF AND
THE SPECIALIST PRACTITIONERS**

ITEMS	I-EBS (n = 41)		ESEB support staff (n = 86)		Specialist practitioners (n = 56)	
	M	SD	M	SD	M	SD
I am able to make sure that parents feel at ease during interviews and meetings	4.32	.610	4.28	.678	4.31	.616
I am able to accompany families in the assistance they give their child to make things work at school	4.18	.594	4.23	.750	3.88	.887
I feel able to make sure that parents are involved in the school activities of their child with special educational needs.	3.63	.807	3.82	.859	3.54	.762
I am able to collaborate with other professionals (specialist or mainstream teachers, speech therapists etc.) in devising educational projects for pupils with special educational needs	4.13	.607	4.13	.774	4.10	.671
I am able to work in conjunction with other professionals (support services, other teachers) to teach pupils with special educational needs	4.15	.802	4.28	.662	4.04	.747
I am able to work at the same time as someone else in the class	4.00	.97	4.00	1.04	4.09	.81
Composite score	4.08	.50	4.12	.50	3.99	.47

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

With means comprised between 3.54 and 4.32 for the three first items, the I-EBS, the ESEB support staff and the specialist practitioners report that they generally feel rather able to collaborate with the families. These means reflect answers between “*neither agree, nor disagree*” and “*agree*”. Concerning the items related to feeling able to collaborate

with the actors in the school environment, the means are all above 4, comprised between 4 and 4.28. The I-EBS, ESEB support staff and specialist practitioners therefore all seem to agree with the items that assess how able they feel to collaborate with the teachers, with other support staff or paramedical professionals.

KEY FINDINGS:

Concerning the frequency of their collaborations, the ESEB support staff, the specialist practitioners and the I-EBS all report that they collaborate on a weekly to daily basis with the mainstream teachers. These actors seem to collaborate with each other once a month or every three months. With the parents, the frequency of their collaborations also swings between the monthly and every term modes.

With the exception of a few particularities, these three actors all seem to perceive the climate of collaborations as relatively appropriate and favourable to inclusion projects. As indicated by the parents and teachers, these three actors also indicate that these meetings focus as much on the educational as on the individual aspects with the same recurrent topics: the pupil’s motivation, their work and assessments, their relationships with their peers.

The I-EBS, the ESEB support staff and the specialist practitioners all report that they feel a relatively high ability to collaborate both with the families and with the other actors in the school environment on both the individual and educational levels.

The results related to the aspects of the collaborations are fairly encouraging. The parents, teachers and the most frequent support staff seem to perceive that the climates are rather suitable for collaborations. During discussions on the pupils with SEN they focus on the same topics which are related to the individual and the educational aspects equally and generally feel rather able to collaborate. Other results on the frequency of collaboration have shown that collaborations are more regular in primary education and that they are between the actors who intervene in the field at a local level, as well as between these actors and the families.

To further refine our comprehension of the culture of cooperation within the Luxembourg inclusive education system, in the following point we are interested in a few results related to certain indicators of the sense of belonging that parents, teachers, support staff and pupils with SEN have towards the school setting, namely the educational establishment.

5.2.2. Indicators of the sense of belonging

Each sample responded to the items on a Likert scale from “Totally disagree (1)” to “Totally agree (5)”.

TABLE 37 :

DESCRIPTIVE STATISTICS ON THE INDICATORS OF THE SENSE OF BELONGING OF PARENTS OF PUPILS WITH SEN IN PRIMARY AND SECONDARY SCHOOLS

ITEMS	Parents of pupils with SEN in primary schools (n = 51)		Parents of pupils with SEN in secondary schools (n = 56)	
	M	SD	M	SD
I feel comfortable at this school.	3.96	1.05	3.86	.98
Personally, I am satisfied with my relations with the teachers at the mainstream school.	3.94	1.02	3.75	1.05

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

With means close to 4, it seems that the parents generally agree with the fact that they feel happy in the school and are personally satisfied with their relationship with the tea-

chers in the school. The standard deviations are nonetheless close to or equal to 1, indicating that there is a range of experiences.

TABLE 38 :

DESCRIPTIVE STATISTICS ON THE INDICATORS OF THE SENSE OF BELONGING OF TEACHERS IN PRIMARY AND SECONDARY SCHOOLS

ITEMS	Primary school teachers (n = 249)		Secondary school teachers (n = 233)	
	M	SD	M	SD
At this school, I feel I am part of a team.	4.27	.89	4.01	.90
When I meet other people, I am proud to say that I work at this school.	4.09	.92	3.89	1.00
I feel comfortable at this school.	4.38	.77	4.13	.84

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

The teachers in primary and secondary schools feel that they are part of a team and feel good within their establishment. They are also proud to work there. In fact, the means for these three items are comprised between 3.89 and 4.38. They are therefore relatively close to 4, which is equivalent to the answer “agree”.



TABLE 39 :

DESCRIPTIVE STATISTICS RELATED TO THE INDICATORS OF A SENSE OF BELONGING AS PERCEIVED BY THE I-EBS, THE ESEB SUPPORT STAFF AND THE SPECIALIST PRACTITIONERS

ITEMS	I-EBS (n = 41)		ESEB support staff (n = 86)		Specialist practitioners (n = 56)	
	M	SD	M	SD	M	SD
At this school, I feel I am part of a team. Or At the schools I work in, I feel I am part of a team.	3.93	.88	3.86	1.13	3.07	1.03
When I meet other people, I am proud to say that I work at this school. Or When I meet other people, I am proud to say that I work in a Support centre (ESEB)/in a Competence centre and associated establishments.	3.80	.90	3.99	.98	3.87	1.0
I feel comfortable at this school. Or I feel comfortable at the schools I work in.	4.05	.80	4.09	.93	3.78	.66

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

The I-EBS, the ESEB support staff and the specialist practitioners seem to feel good within the educational establishments and to be fairly proud to work in these establishments or in the ESEBs or Competence centres. In fact, the means for these two items are comprised between 3.80 and 4.09. They are therefore relatively close to 4, which is equivalent to the answer “agree”. Concerning the first item, the I-EBS

and the ESEB support staff report that they generally agree that they feel part of a team within or at the educational establishments where they work. In fact, the means are 3.93 and 3.86 respectively, once again close to 4. However, as for the specialist practitioners, they seem to neither agree nor disagree with this same item. The mean for these practitioners is in fact 3.07.

TABLE 40 :

DESCRIPTIVE STATISTICS ON THE INDICATORS OF THE SENSE OF BELONGING OF PUPILS WITH SEN AT PRIMARY AND SECONDARY SCHOOLS WITHIN THE SCHOOL SETTING

ITEMS	Pupils with SEN at primary school (n = 39)		Pupils with SEN at secondary school (n = 62)	
	M	SD	M	SD
I feel comfortable at this school.	3.13	1.32	3.25	.92
I get on well with the other pupils in my class.	3.10	1.14	2.87	1.04
I feel good in my class.	3.23	1.20	2.93	1.15
My classmates will help and support me if I need it.	2.87	1.29	2.90	1.19

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

The pupils with SEN in primary school seem to neither agree nor disagree with the 3 first items. The means are close to 3, corresponding to the answer “Neither agree nor disagree”. The pupils with SEN at secondary school report for the first item, “I feel comfortable at this school.” a mean of 3.25 also indicating that they generally “neither agree nor disagree”. For the two following items, “I get on well with the other pupils in my class” and “I feel good in my class”, the pupils with SEN at secondary school seem to “neither agree nor disagree” or to “disagree” with these items. The means for these two items are 2.87 and 2.93.

Concerning the last item, “My classmates will help and support me if I need it”, the pupils with SEN in primary school and secondary school once again seem to “neither agree nor disagree” or to “disagree”. The means are equal to 2.87 and 2.90. Please note that the standard deviations are, in the majority of cases, higher than 1. This means that the pupils with SEN report having very varied experiences.

TABLE 41 :

DESCRIPTIVE STATISTICS ON THE INDICATORS OF THE SENSE OF BELONGING OF PRIMARY AND SECONDARY SCHOOL PUPILS WITH SEN TOWARDS THE PUPILS OF THE SCHOOL OUTSIDE OF THE SCHOOL FRAMEWORK

ITEMS After school...	Pupils with SEN at primary school (n = 39)		Pupils with SEN at secondary school (n = 62)	
	M	SD	M	SD
... A school-friend comes to my house to play.	1.90	1.23	1.07	1.01
... I go to a school-friend's house to play.	1.97	1.37	1.26	1.08
... I get invited to a school-friend's birthday party.	2.23	1.24	1.35	1.26
... I do something (go to the cinema, swimming pool etc.) with a school-friend.	1.58	1.35	1.80	1.41
Composite score	1.92	1.13	1.38	.92

ANSWERS: *Totally disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Totally agree (5)*

For these four items, the means are comprised between 1.07 and 2.23. Even if the standard deviations are almost all greater than 1, indicating very varied and distinct experiences, these means are worrying. In effect, based on these figures, it seems that pupils with SEN in primary schools have very few or no opportunities to socialise with their classmates outside school. These pupils don't seem to invite or to be invited by their classmates within the context

of fun occasions, birthdays or recreational activities. Within the framework of this research, data was collected from 51 classmates of pupils with special educational needs in primary and secondary schools. This data shows that these pupils **without special needs** report a higher sense of belonging, with means of 3.63 and 3.44 for the composite scores.

KEY FINDINGS:

Both the teachers in primary schools and those in secondary schools, the I-EBS, the ESEB support staff, the specialist practitioners and the parents report a fairly big sense of belonging to the schools and/or to the ESEB or Competence centres. All seem proud of, and satisfied with, the relationships they have with the other actors in the inclusive education system.

However, the pupils with SEN do not report having the same feelings, especially towards their peers. Some of these pupils seem to feel good within their class, in their school and with the other pupils, whereas others do not have the same perception at all. These pupils do not seem to be able to get help or support from their classmates easily and most of all, they report that they have very little or no opportunity at all to meet up with their classmates outside school. For these pupils with SEN, inclusion in class is rare and it is almost non-existent outside the school setting.

These last results are startling. They show that appropriate and adequate collaborations, as well as positive indicators of the sense of belonging for the actors in the school environment (i.e. the teachers and support staff) and for the parents, do not guarantee a sense of belonging for the pupils with SEN. This is certainly a necessary element, but it is not sufficient to ensure the efficacy of inclusive education for the pupils with SEN. Also, in view of these results, we question the efficacy of inclusive education for pupils with SEN.

After all, can we talk about effective inclusion if a pupil reports such a low sense of belonging?

Furthermore, these results lead us to question the impact of the number of actors involved in monitoring inclusive education projects. Isn't the high number of practitioners involved detrimental to the efficacy of inclusive education for pupils with SEN? Furthermore, on this subject, one should note that the inclusive education system is on the point of being reformed once again, leading to new identification and comprehension difficulties for all the actors within the system.

6. The potential inclusive education system according to draft law no. 8169

In the event that draft law no. 8169 is adopted, a certain number of changes will be made to elements relating to the diagnosis procedures and to the actors in the inclusive education system, which we will elaborate on below.

In terms of diagnosis, the draft law proposes reducing the diagnosis period to 4 weeks for the Inclusion commission, and to 3 months for the Competence centres. These reduced timeframes would undoubtedly be an advantage for the pupils with special educational needs and their families.

In terms of the actors in the inclusive education system, several changes are to be provided for both regarding the roles of the actors who already work in the education scheme and through the creation of new roles.

With regard to the actors already present within the inclusive education system:

- Concerning the **reference person**, draft law no. 8169 suggests an amendment to article 31, so that the reference person's role is no longer awarded to a member of the Inclusion commission.
- With regard to the **National inclusion commission (CNI)**, draft law no. 8169 proposes a change in the eligibility criteria for the president and the coordinator-secretary of the CNI, in the sense that the president no longer needs to have 5 years' professional experience in the field of specialist provision of support to children or young people with special educational needs.
- As far as the roles in the **Reasonable accommodations commission** and the **secondary school Inclusion commission** are concerned, the amendments proposed in the draft law reside in the fact that both commissions could suggest reasonable accommodations to the pupil.

The secondary school Inclusion commission could thus define [...] which measures to take from those included in the individual education plan mentioned in article 14ter or consult the Reasonable accommodations commission, [...] if it deems that the pupil requires reasonable accommodations other than those provided for in Article 14ter, and ensure that the reasonable accommodations decided upon are implemented. Indeed, in the comments on the articles, the point is made that *"the reasonable accommodations are no longer implemented based on the decision made by the secondary school headteacher or class council, but on the CI's decision, which is a multi-professional platform that is better adapted to develop an holistic view of the pupil's situation"*.

Related to the creation of new roles:

- Draft law no. 8169 suggests the creation of the post of **assistant for pupils with special educational needs (assistant des élèves à besoins éducatifs spécifiques - A-EBS)**. This is a new role within primary school establishments. The A-EBS will assist the I-EBS and help the pupils with SEN with their hygiene and personal care to facilitate the participation of pupils with SEN in school life.
- Draft law no. 8169 proposes the creation of **educational and psycho-social departments within secondary schools** that will coordinate the actors within the school environment.
- Draft law no. 8169 proposes the creation of a **liaison committee for the educational staff and the ESEB staff**. This committee will only exist in primary education and will consist of a minimum of 3 people. This committee will take charge of the administrative tasks. The objectives will be: (1) to ensure communication between the ESEB, the educational staff and the directorate and, (2) to make suggestions to the deputy directors on all of the questions related to the provision of support to pupils with SEN (for example continuing training).
- Draft law no. 8169 proposes the creation of the **National service for inclusive education (Service national de l'éducation inclusive - SNEI)**. The aim of this service will be to promote inclusive education and to develop the provision of support to pupils with special educational needs.

The SNEI will take on a large part of the duties already performed by the Department for the education of pupils with special educational needs (S-EBS) and it will also take on the S-EBS staff. The draft law highlights the fact that the institution of the SNEI will make it possible to reinforce the promotion of inclusive education and to highlight the importance of the topic of inclusion.

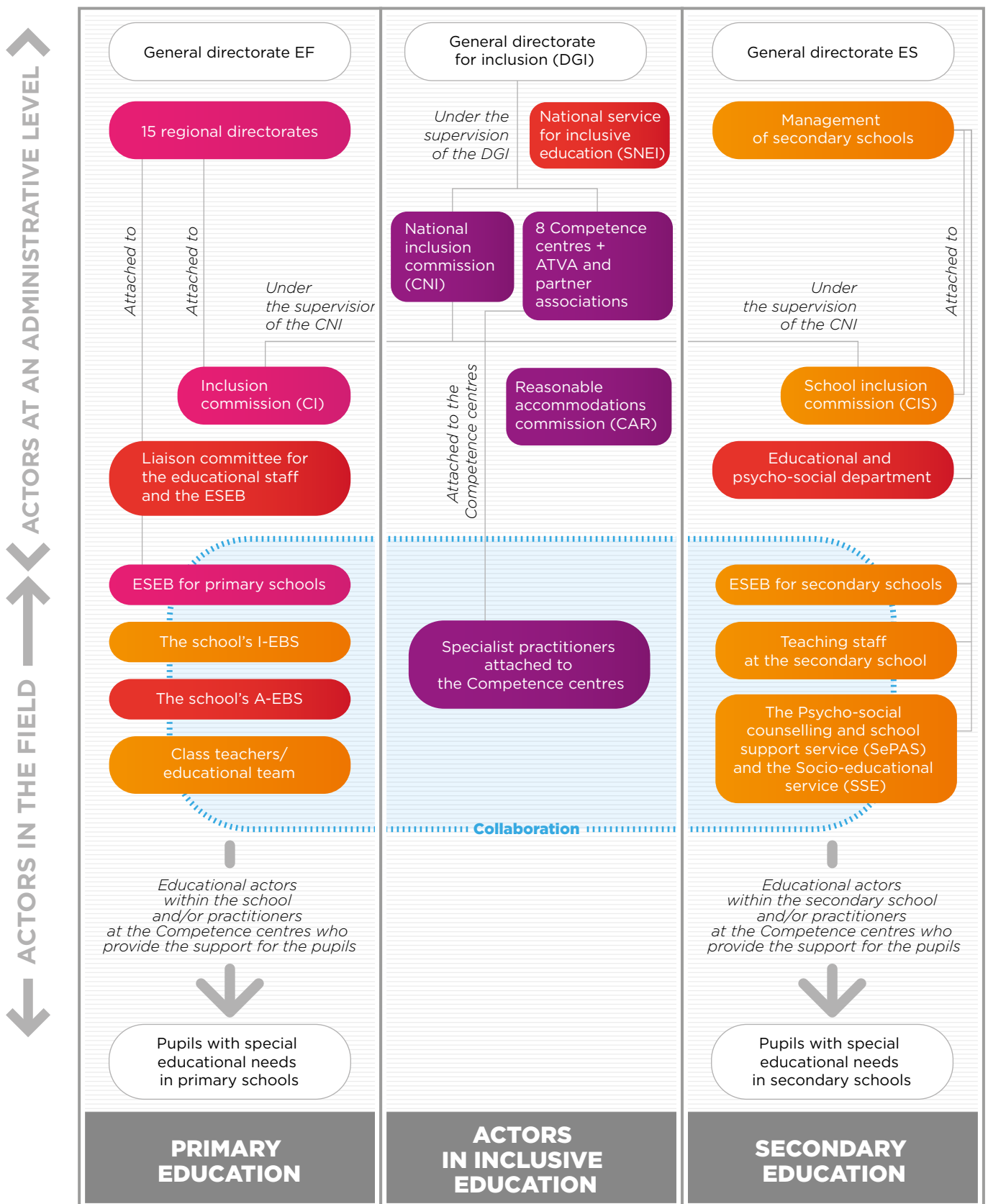
All of these changes would modify the current inclusive education system. These amendments are shown in the diagram below (see figure 11) which shows a simplified illustration of the inclusive education system after having implemented the adaptations from draft law no. 8169. The structure of the diagram below is similar to the diagram shown in chapter 4 (see point 4.2).

.....



FIGURE 11:

SIMPLIFIED DIAGRAM OF THE INCLUSIVE EDUCATION SYSTEM AMENDED ACCORDING TO DRAFT LAW NO. 8169



The various points covered above have highlighted the complexity of the inclusive education system in Luxembourg. There is complexity within the context of: definitions, administrative procedures and steps, identifying the distinct roles of the actors within the system, networking

and practical implementation of inclusion projects. This is why it is essential to consider and to discuss the data and results collected within the context of this research, in light of the anticipated legislative changes and to do so prior to the adoption of draft law no. 8169.

7. Discussion

On the one hand, the descriptive analyses of the results enable us to put forward certain findings on the efficacy of the inclusive education projects in Luxembourg, and on the other hand, to make proposals or to raise points for future attention. In this section, the results of our own analyses will be discussed in this context and in light of the results of the DGI's evaluation report on the system for the provision of support to pupils with special educational needs in the Grand Duchy of Luxembourg, published in January 2023 and in light of draft law no. 8169 tabled on 3 March 2023.

The discussions on the support, guidance and governance structures will be presented before those related to the culture of cooperation. We will then present the recommendations and perspectives in a separate section.

7.1. Support, guidance and governance structures

The elements related to knowledge of the procedures and the characteristics associated with these procedures by teachers, support staff and parents will be discussed first. Then the roles of the actors in the current or future inclusive education system will be discussed.

7.1.1. Knowledge and characteristics of the procedures

Based on the information reported by the teachers, the administrative procedures are time-consuming and this is one of the reasons why 37% of teachers in primary education hesitate to initiate the procedures to request help or a diagnosis for pupils with special educational needs. According to our results, the I-EBS, the ESEB support staff and the specialist practitioners describe these procedures as not straightforward, and teachers describe them as not really justified. Also, as shown in the simplified diagram of the inclusive education system presented in chapter 4, the procedures mobilise the participation and involvement of several distinct actors. In addition to the time needed to mobilise all these actors, the high number of actors also entails a high number of exchanges, which leads to a certain procedural burden. The time-consuming aspect of these procedures is moreover underlined by the results presented in the evaluation report conducted by the DGI. This report indicates a current average timeframe of 10 months for specialist diagnoses (DGI, 2023).

From a legislative perspective, the law of 2017 already imposes a timeframe of 4 weeks for diagnosis⁶ by the ESEB. Draft law no. 8169 proposes that these timeframes should be kept, although they are not currently respected. It would therefore be a legitimate question to ask whether these timeframes are appropriate and/or realistic. Currently, the University of Luxembourg plans to carry out a study on the implementation and efficacy of the diagnostic process.

The results of this study could provide a few guidelines and precise criteria that would make it possible to suggest adequate timeframes adapted to the Luxembourg context.

Similarly, it seems that the knowledge of these procedures is sometimes insufficient for the parents of pupils with special educational needs, even though most of the time, it is the parents who themselves initiate the requests for help or diagnosis for their child. These results underline the importance of carrying out awareness-raising measures in the near future, to develop the parents' knowledge of the procedures, as well as that of the teachers who have privileged relations with the parents. The procedures need to be reconsidered in that respect because the current approach is time-consuming as is the subsequent method for verifying the information. The information should be collected throughout the process in order to avoid the unnecessary involvement of multiple actors who are supposed to provide a series of information at specific times.

The complexity of the procedures requires the designation of one reference person who provides the follow-up on the pupil with SEN's file and ensures the procedures progress. Currently, the legislation stipulates that a member of the CI fulfil this role. Draft law no. 8169 proposes an amendment to Article 31 and opens up the possibility for this role to be taken on by other actors. It would be valuable to open it up in this way. Nonetheless, at a primary education level, the draft law does not indicate clearly which other actors could take on this role.

There are 2 possible scenarios: Will this reference person be a actor who works closely within the field (for example a member of the ESEB or an I-EBS) or someone who is external to the school setting (for example a coordinator for the intervention project from the National Office for Children)?

To define the potential profiles for the actors who could fulfil this role, it is vital to clarify this reference person's duties. Indeed, if this person's duties concern the follow-up of the implementation of the inclusion project and the educational provision of support in the field, it would make sense to designate a actor who works within the field to fulfil this role. If the draft law provides that this role must be held by someone who works within the school setting, it would make sense for it to be the I-EBS or a member of the ESEB primarily.

Indeed, the data collected during the research conducted by the OEJQS indicate that the parents are more likely to perceive the members of the ESEB and the I-EBS as contact people, than they would members of the CI.

6 Art27. [...] With regard to pupils with special educational needs, the ESEB provides the initial intervention in crisis situations and conducts a general diagnosis based on which it decides:

1. either to advise the class teacher and the educational team, the I-EBS and the school, as well as the parents concerned on the implementation of the differentiation and support measures as planned by the CI;
2. or to provide itself support to the pupil with special educational needs as decreed by the CI;
3. or it suggests to the CI that a specialist institution should be involved.

After consultation, the ESEB presents the results of its diagnosis within four weeks in the school year.

If, on the contrary, the duties are more associated with aspects of coordination, project supervision, or checking that the adaptations and accommodations have been put in place and/or associated with the resource services, this role could be fulfilled by actors who are external to the school setting, such as an intervention project coordinator from the National Office for Children. The allocation of this role to someone who is external to the school setting could also guarantee a certain neutrality and objectivity in monitoring the inclusion project. At a secondary education level, the draft law proposes to strengthen and valorise the role of this reference person without, once again, defining which actor can take on the role.

7.1.2. Roles of the actors in the inclusive education system

The definition of the different actors' respective roles is essential. The results of the OEJQS's study on the efficacy of inclusion projects and thus of the inclusive education system show that there is sometimes a lack of knowledge related to how the support process for inclusion takes place. More specifically, the teachers as well as the ESEB support staff and the specialist practitioners highlight certain difficulties with identifying which actors can/should intervene during these processes as well as the appropriate time to mobilise these actors. Despite this lack of clarity in the definition of the roles within the context of the processes, the I-EBS, the ESEB support staff and the specialist practitioners perceive their own roles as relatively well defined. In view of this observation, these results once again highlight the importance of conducting awareness-raising campaigns on the respective roles of the actors within the context of inclusion projects, ideally for all of the actors within the school environment.

This recommendation is even more important in view of the fact that draft law no. 8169, which has just been submitted, proposes the creation of several new posts and/or services: namely the creation of A-EBS posts, a liaison committee for educational and ESEB staff and a socio-educational department in secondary schools, as well as the modification of the roles and duties of the I-EBS and ESEB, of the secondary school Inclusion commission and the Reasonable accommodations commission, the eligibility criteria for the president and coordinator-secretary of the National inclusion commission and the creation of the National service for inclusive education (SNEI). In the following paragraphs we detail what these creations or amendments mean in terms of the information presented throughout this report.

7.1.3. The creation of an A-EBS

The creation of an **A-EBS** post responds to a request from the actors in primary education who pointed out a need for this during the focus groups organised as part of this research. Nonetheless, there is a lack of clarity regarding the definition of the duties to be fulfilled by these A-EBS, as specified in Article 27bis:

Art. 27. In the same law, Articles 27bis, 27ter and 27quater have been inserted, and worded as follows: «*Art. 27bis. The duties of the A-EBS are: 1. to assist the I-EBS to implement the duties listed in Article 27, point 2, 3, 4, 5, 11 and 12; 2. to help the pupils concerned: a) in their hygiene and cleanliness tasks in a general manner, including ensuring the preparation and maintenance of the equipment required for this purpose; b) at snack times; c) when dressing and undressing; 3. to encourage the participation of the pupils concerned in the activities in all areas of school life; 4. to assist the teaching staff when accommodating and supervising the pupils concerned*».

Article 27 states that the A-EBS may assist the I-EBS in the following duties: the care and assistance of pupils with learning difficulties or social-emotional difficulties, the consultation with the class team regarding these pupils, communication with the parents of these pupils with regard to the evolution of the learning, the contribution to the schooling of the pupils with SEN as well as the collaboration with the ESEB and the Competence centres. However, the comment on Article 27 states that: “*The duties of the A-EBS consist of supporting the I-EBS in the execution of their duties and to provide, where needed, support and assistance to the pupils with special educational needs.*” Furthermore, during the presentation of the DGI's evaluation report to the parliamentary commission on 23 January 2023, the representative from the Ministry underlined that the A-EBS would only be responsible for tasks of daily living and would not intervene in the teaching of pupils with special educational needs. These statements concerning the duties of the A-EBS seem rather imprecise and contradictory and could cause confusion in the field. The criteria of “*where needed*” still need to be defined and specified.

With regard to the initial training of the A-EBS, it was pointed out within the context of the presentation of the DGI's evaluation report to the relevant parliamentary commission that the initial training for the A-EBS could be a DAP (Vocational Aptitude Diploma) in Education, a care worker (auxiliaire de vie) or nursing auxiliary (aide-soignant). Nonetheless, these training courses are fundamentally different and do not necessarily prepare everyone adequately for the challenges they could encounter within an educational setting and for the provision of support that pupils with special educational needs require. The legislative text should specify the need for these A-EBS to develop their training, once they are employed in this role, in relation to the aspects of learning, the school setting and the special needs. However, a new training opportunity is on offer to them, thanks to the introduction of a new training course, the DAP in Inclusion, from the start of the 2023/2024 school year. A training course on the subject of education already exists, i.e. the DAP in Education. There are still some grey areas regarding the differences between these two training courses. At the moment, it is difficult to know which training course is most appropriate for an A-EBS.

Clarification is needed on the duties and on the training in order to avoid confusion between the roles and responsibilities of the A-EBS and the I-EBS. It will also be important to define who the A-EBS will come under hierarchically. This is vital for monitoring and the collaboration between the actors involved in inclusion projects. Finally, with regard to the allocation of A-EBS staff, the draft law provides that the A-EBS will be assigned to one or several schools to assist the I-EBS, but several questions still remain unanswered: What about school establishments that don't currently have an I-EBS? Will the allocation of the A-EBS staff be based on the characteristics of the educational establishment or the specific profiles of the pupils with SEN who have distinct needs and according to the types of special needs they have?

7.1.4. The liaison committee

The draft law also proposes the creation of a **liaison committee between the educational staff and the ESEB staff**. Its objective will be, in particular, to ensure good communication between the ESEB, the educational staff and the directorate in primary education. The data collected within the context of the OEJQS' research indicates that the ESEB support staff, collaborate with the deputy directors one or several times per term and with the teachers on a weekly basis. The proposal to create this committee therefore seems not very justified.

7.1.5. The socio-educational department

The creation of a **socio-educational department in secondary schools**, which will group together the SePAS, the SSE, the ESEB and boarding schools, is also proposed by the draft law no. 8169. This proposal does respond to a current need. Indeed, this department could make it possible to organise more regular meetings between the department, the actors in the school environment and the families and/or pupils with special educational needs. Besides, the results from the OEJQS research project related to the parents of pupils with special educational needs in secondary schools support the finding that meetings are not organised very regularly. Furthermore, involving teachers in the discussions could be an advantage for more effective support of pupils with special educational needs. Nonetheless, particular attention should be paid to the fact that the draft law indicates that the duties of the head of this department are limited to the analysis, supervision and organisation of the activities of the services within the secondary school. This department will therefore not be responsible for ensuring information is shared, or the aspects regarding collaboration with the pupils with special educational needs and their families. However, the results of this research show that parents collaborate with the teachers once or a few times a term whereas they report that they only collaborate at most once a year with all of the other actors in the school environment. This information shows that the teachers are the primary point of contact. It would certainly be a sensible idea to have an intermediary who supports the teachers, the pupils with special educational needs and their parents equally. Furthermore, the parents of pupils in secondary schools feel less trust and respect during meetings. This department could also ensure that these aspects of the climate of collaboration are preserved during discussions. This is why the draft law should specify whether this department will be hierarchically responsible for the ESEB support teams as well as the way in which the collaborations could be conducted between this department and the members of the ESEB. This aspect is even more important in view of the fact that the parents of pupils with special educational needs in secondary schools report a relatively low frequency of collaboration with the ESEB at secondary schools, which is logical since these teams have only been active for a few years and their staffing levels are not very high and vary from one secondary school to another.

7.1.6. Duties

As well as these additions, the draft law proposes amendments to the roles of the existing actors. With regard to the **I-EBS**, their role is currently to ensure there is provision of support to all of the pupils with special educational needs at a local level. Draft law no. 8169 proposes that the I-EBS work exclusively with children who have learning difficulties and/or social and emotional needs. A surprising fact, in view of the lack of data concerning the prevalence of the types of special needs in mainstream schools, as described in chapter 3.

As such, what criteria have been taken into account to justify this modification of the duties and what consequences will this change have for all of the other pupils with special educational needs whose provision of support was until now provided by an I-EBS?

Similarly to the I-EBS, the **ESEB's** duties will also change considerably. Up until now, the ESEB's duties were limited to the initial intervention in a crisis situation and to conducting an initial diagnosis, following which it decided: "(1) either to advise the class teacher and the educational team, the I-EBS and the school as well as the parents concerned in implementing the differentiation and support measures planned by the CI; (2) or to provide itself support to the pupil with special educational needs as decreed by the CI; (3) or it suggests to the CI that it should involve a specialist institution. After consultation, the ESEB presents the results of its diagnosis within four weeks in the school year." (Art. 27, pursuant to the law on primary education of 2017). The valorisation of the duties of the members of the ESEB as proposed by the draft law ties in with the results of our research project which underlines the key role of the ESEB in the current inclusive education system. Despite these mainly positive changes, the recruitment criteria for the ESEB remain inadequately developed. To fulfil the duties required, well-founded expertise should indeed constitute the basis for recruitment.

7.1.7. The Inclusion commission for secondary schools and the Reasonable accommodations commission

The draft law also proposes a change in the activities of **the secondary school Inclusion commission and the Reasonable accommodations commission**. In the face of persistent criticisms of how complex and cumbersome the system is, which are confirmed by the June 2021 report by the Committee for the rights of the child, which regrets that "*Creation of reasonable accommodation is a lengthy process, with very complicated administrative procedures, and is not always put into action*" (United Nations 2021, Article 23), the division of tasks between the two commissions raises the question of the pertinence of the coexistence of these two bodies. From the perspective of administrative simplification and increased responsiveness in the interest of everyone involved in an inclusion project, it makes sense to consider whether these commissions should be combined.

7.1.8. The National inclusion commission

With regard to the eligibility criteria for the **president of the National inclusion commission**, draft law no. 8169 suggests a change in the eligibility criteria for the president and the coordinator-secretary for the CNI, in the sense that this president no longer needs 5 years' professional experience in the field of specialist provision of support to children or young people with special educational needs. With the new legislation, the main criteria to fulfil will be to be a public servant in treatment category A, with the treatment subgroup of "teaching" or "psycho-social" no longer being part of the criteria. However, the third part of the DGI's evaluation, a study conducted by the consulting firm Exigo (2021), formulated the following recommendation based on the results:

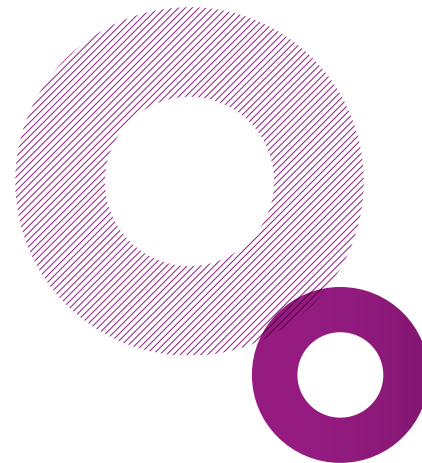
"To examine whether a requirement of at least ten years' professional experience in the field of specialist provision of support to children or young people with special educational needs, for the people referred to in Article 46 of the Law⁷, paragraph 1, points 1 and 2, and equally for the people referred to in Article 46 of the Law, paragraph 1, points 3 to 8, would be conceivable in order to guarantee, during discussions in plenary sessions of the CNI, that the appropriate measures are taken for the child" (Exigo, 2021, p.65)

It is striking that this recommendation has not been taken into account within the context of this amendment to the eligibility criteria for the president of the National inclusion commission proposed by the draft law.

Furthermore, the draft law creates a new administration called the **National service for inclusive education (Service national de l'éducation inclusive - SNEI)** whose main duty is to promote inclusive education and to monitor the development of the system and the networking of the different actors involved within the framework of the provision of support to the pupils. This service will have duties similar to those of the S-EBS service, placed under the supervision of the DGI (see annexe C), and its staff will also be taken on by the SNEI. This raises the question as to the necessity for such a structural change in view of the fact that it will take on fundamental duties and staff that already exist. In any case it would seem appropriate to refine the profile of the SNEI in relation to the existing ministerial structure.

Furthermore, the hierarchical structure of the SNEI in relation to the other bodies involved in the inclusion projects should be specified. According to the draft law, the SNEI would be a resource service for the A-EBS, I-EBS, ESEB, Competence centres and the Agency for the transition to independent living, as well as provide administrative support for the college of directors of the Competence centres, the CNI and the CAR. Consequently, there is some confusion as to the hierarchical role of this service.

It is already not always easy for the actors to identify each other's roles within the inclusion project, as our study shows, multiplying the actors and making amendments to the duties as proposed in draft law no. 8169 could cause even more confusion about the roles. To avoid this, one should ensure that each actor's specific duties are defined and described precisely, as well as the particular training profiles, with a view to avoiding confusion. These additions and amendments to the inclusive education system could make the procedures even more complex whereas the aim should be to make them more transparent. Furthermore, multiplying the number of actors involved could impede collaboration between the actors which is essential to support the quality of inclusion projects.



7 The Law of 20 July 2018 creating Competence centres for specialised psychopedagogy in favour of inclusive education. Art. 46: (1) The CNI has been created, which comprises:

1. a representative of the minister as the president;
2. a representative of the minister as the coordinator-secretary;
3. two representatives of the Centres;
4. a representative of the minister responsible for Children and Youth.

7.2. The culture of cooperation

Concerning the culture of cooperation, the results presented in this report show that the climate of collaboration as perceived by parents, teachers and support staff seems rather favourable.

Nonetheless, the situation remains more complex for the actors involved in secondary schools. Indeed, the meetings seem to be less regular and organised satisfactorily in secondary schools. During meetings, both the individual and educational aspects are discussed. The main subjects covered are the pupil's motivation, their work and assessments as well as their relations with their peers. Each actor that was asked also reports that they feel able to collaborate with the other actors. However, these collaborations remain more frequent at a local level within an educational establishment, i.e. between the parents, teachers and support staff. The results of this research show that the collaborations seem adequate and appropriate for the efficacy of the inclusion projects, while underlining the importance of determining and explaining the specific roles of each actor in this complex system. These findings nonetheless lead us to question the need to integrate these aspects within the inclusive education system by the draft law no. 8169.

With regard to the indicators associated with a sense of belonging, it seems that these environments foster a sense of belonging for parents, teachers and support staff alike. However, these favourable elements do not necessarily seem to provide the pupils with special educational needs with a sense of belonging. Indeed, within the school setting, these pupils don't seem to get help easily from their classmates, with whom they share very few or no recreational or fun moments outside the classroom. This conclusion highlights the need to continue the research in order to identify the levers that could support a real inclusion of these pupils who do not currently seem to benefit from that.

In order to ensure adequate support to the pupils with special educational needs, and to encourage networking between all of the actors concerned, it is also essential to facilitate information sharing between the actors. This recommendation related to sharing information was also underlined in the DGI's report. As an objective, the latter defined the creation of a digital platform for exchanging information which would make it possible to collect data related to pupils with special educational needs.

Besides being an international commitment, following the ratification of the Convention of the United Nations on the rights of persons with disabilities, the collection of data is crucial to ensure the efficacy of the inclusion projects. Each actor can then have access to the data required to monitor the pupil properly, enabling them for example to adapt their practices and to improve their comprehension of the pupil's particular situation in their individual context. Access to this information should obviously be controlled and must depend in particular on the actor's profile.

Also, sharing this information must always be subject to the parents' prior agreement, and it is important to make it clear to them that the objective is not to stigmatise their child, but to support them as effectively as possible in their inclusion project.

On a human resources level, the collection of this information by the national authorities would make it possible to apply criteria for allocating human resources in order to best meet the requirements in the field.

Moreover, during the presentation to the parliamentary commission on 23 January 2023, the ministerial representative underlined that *"the deployment of support teams for pupils with special educational needs (ESEB) working at the level of the directorate for primary education is organised according to the number of pupils to be provided for per educational establishment, with a view to making it possible for them to work with the flexibility required"* (Minutes of the sitting on 23.01.2023 at the Chamber of deputies). However, taking into account the current lack of data, this exercise poses a feasibility issue.

This is why it is essential to create a centralised, reliable and up-to-date database for a better allocation of human resources according to need. In the same vein, **the introduction of a quota for the I-EBS, A-EBS and ESEB remains an urgent issue.**

Finally, the publication of data currently only concerns pupils who come under the responsibility of a Competence centre. Publishing the data on the provision of support by other actors would make it possible to obtain a more complete picture of the status of inclusive education in Luxembourg. In addition, it would make it possible to monitor not only the evolution of the rate of exclusion, but also the evolution of the rate of inclusion. It is essential to put this objective back at the forefront of the agenda for Luxembourg, because the collection of information in particular information that relates to the different special needs and the comorbidities diagnosed, as well as the publication of data on the educational inclusion of pupils is of vital importance, in particular for the political decision-makers.

Lastly, despite the collaborations which were described as rather favourable by the actors questioned, the discussion of the results in light of the current, especially legislative context in the Grand Duchy of Luxembourg, raises questions about a range of elements that are vital to the support, guidance and governance structures as well as to the culture of cooperation. The questions are predominantly: *"Is it really necessary to introduce so many changes in what is an already complex inclusive education system which does not seem to be known equally well by all of the actors who, nonetheless, work well together?"* and *"In the current context, can we really talk about effective inclusive education for these pupils with special educational needs?"*.

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8. Recommendations and perspectives

8.1. Recommendations

This research, the analysis of the results related to it and the discussion in terms of the Luxembourg context lead us to make three recommendations:

a. PUTTING IN PLACE A CENTRALISED DATABASE

The in-depth analysis of the Luxembourg context on the subject of inclusive education and the difficulties encountered during the implementation of this research reveal the existence of a major problem: the fact that there is no complete and up-to-date data available on inclusive education in Luxembourg, in particular in relation to the schooling of pupils with special educational needs in mainstream education. However, the regular collection of such data is vital to assess the situation in Luxembourg fully, to ensure resources and equipment are allocated properly, to adapt the training of the actors within the school environment, to inform and raise the awareness of each of these actors using campaigns specific to the situation in Luxembourg. All of these elements will make it possible to ensure the efficacy of inclusive education. Based on the above, the Observatory makes the following recommendation: It is vital to collect, centralise and make available individual and contextual data on pupils for whom an inclusion plan has been introduced.

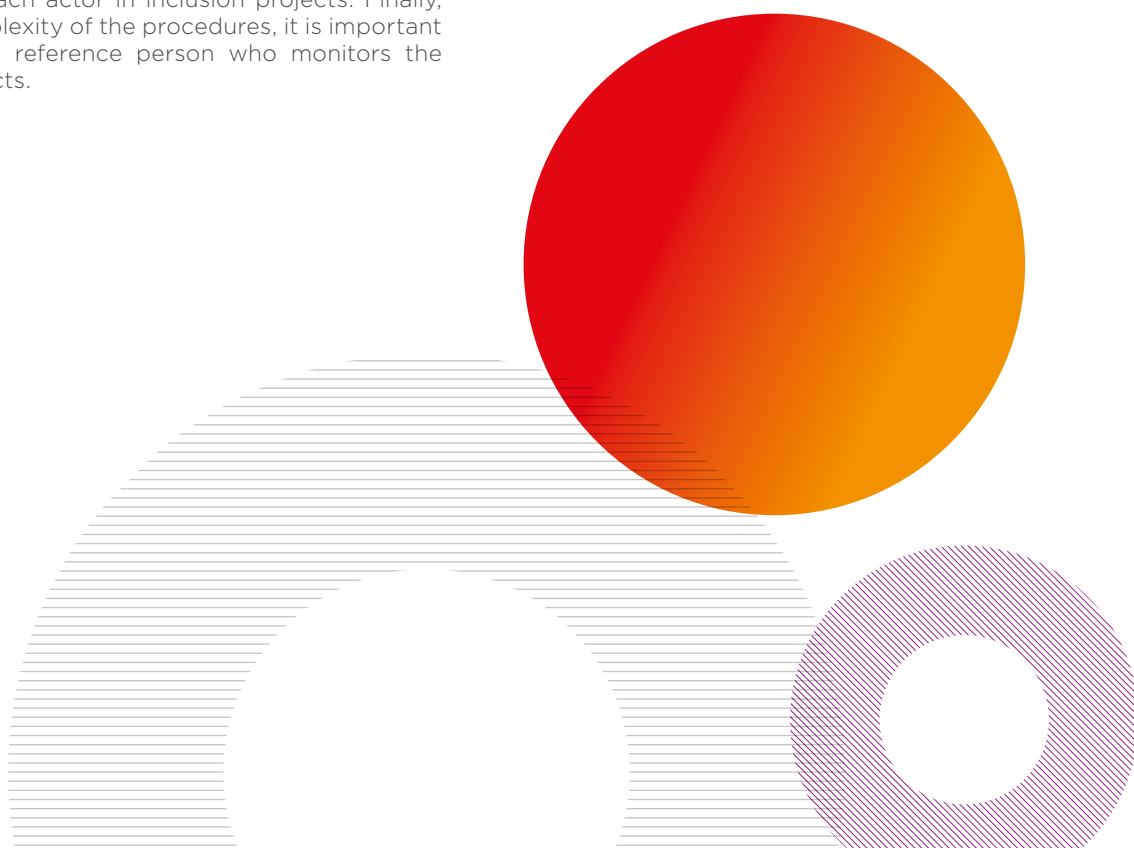
b. SPECIFYING A PROCEDURE FOR THE IMPLEMENTATION OF AN INCLUSION PROJECT

The results show that the timeframes and procedures are perceived as time-consuming and not very effective. Furthermore, knowledge of the procedures related to diagnosis and the inclusion projects as well as the roles of the different actors involved is patchy. Consequently, the procedure for implementing an inclusion project in Luxembourg needs to be specified, and the procedures related to diagnosis need to be reconsidered. It is then important to make the parents and educational actors aware of the amended procedures, in order to develop their knowledge of the specific roles of each actor in inclusion projects. Finally, given the complexity of the procedures, it is important to designate a reference person who monitors the inclusion projects.

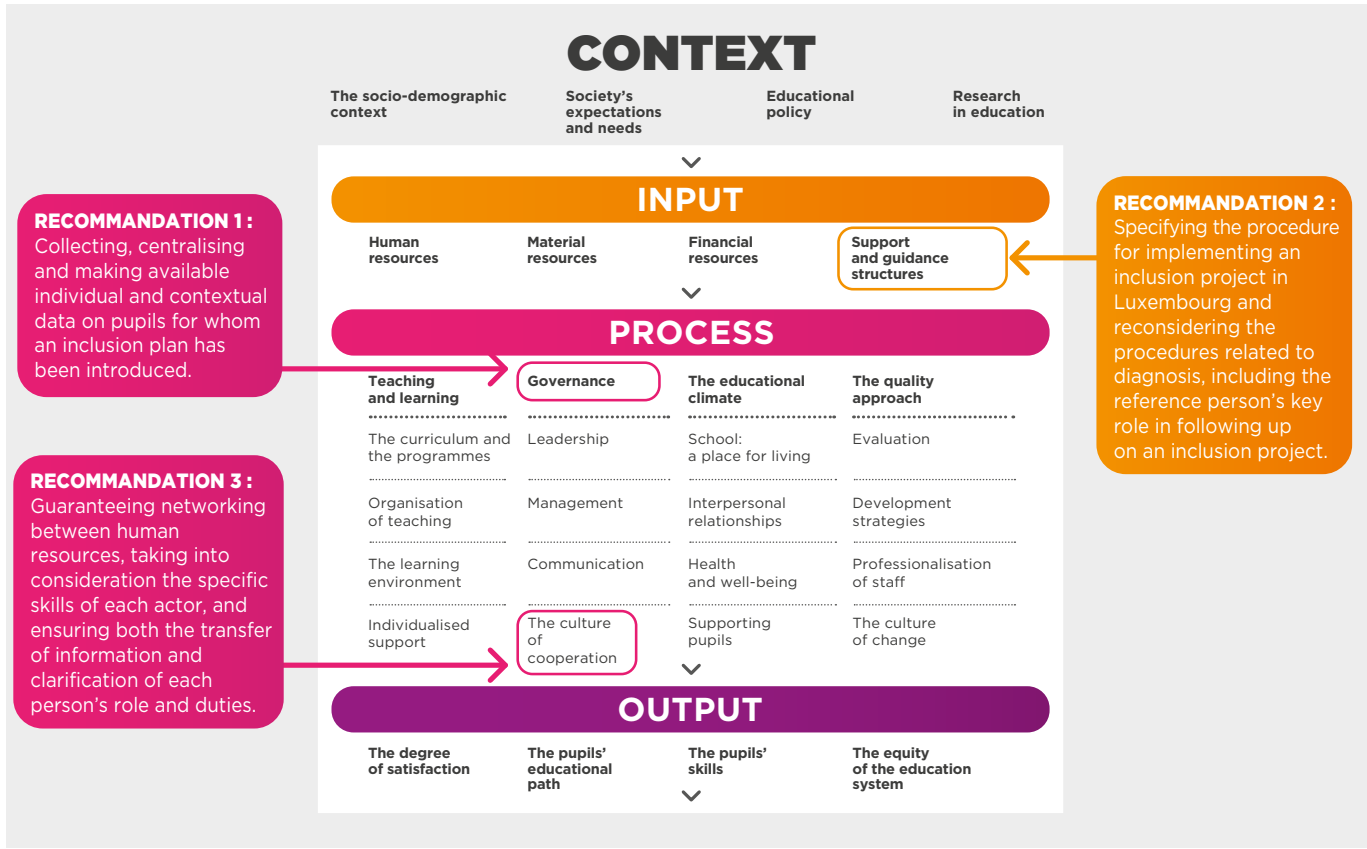
c. STRENGTHENING SYSTEMATIC NETWORKING BETWEEN ALL OF THE ACTORS WITHIN THE SYSTEM

Collaborations seem more frequent and regular in primary schools than in secondary schools although the educational actors state that they feel capable of collaborating with the different actors involved. However, a lack of knowledge of the administrative steps as well as of the roles and responsibilities of the other actors within the framework of inclusion projects hinder these collaborations, which provide the foundation for appropriate monitoring of an inclusion project through the sharing of information. Taking the above into account, the Observatory makes the following recommendation: Networking and sharing information on inclusion projects for pupils with special educational needs must be guaranteed in accordance with the specific roles of each actor within the inclusive education system.

These recommendations, integrated into the OEJQS' reference framework, are presented in the diagram below. Explanations on this framework can be found in the annex to this report (see annexe C).



RECOMMENDATIONS RESULTING FROM PART A OF THE REPORT, INTEGRATED INTO THE OEJQS' REFERENCE FRAMEWORK



8.2. Perspectives

In this report, we have discussed the results in light of the current context for Luxembourg, and we have established recommendations that aim to ensure the efficacy of the inclusion projects in Luxembourg. This report has only presented one part of the data and analyses associated with the research on the efficacy of inclusive education in Luxembourg and has focused on the support and guidance structures that the procedures are a part of, as well as on the culture of cooperation. These elements are necessary to approach the key principles that favour the efficacy of inclusion, but they are not sufficient. The following question remains: what are the individual and environmental factors that benefit inclusion projects for pupils with special educational needs in Luxembourg?

In the topical report part B, which is scheduled to be published in autumn 2023, we will attempt to answer this question in more detail, by applying a theoretical framework, the theory of self-determination. According to this theory, in order for people to develop intrinsic motivation and self-regulation skills within a social context, three fundamental psychological needs must be fulfilled: the needs for competence, affiliation and autonomy (Ryan & Deci, 2000). To answer this question, a precise methodology has been drawn up. This will be presented in part B of the report. In particular, we will present the questionnaires and the data collected through the administration of these questionnaires as well as the data related to the focus groups that were set up. A discussion of this data, will enable us to bring to light the most relevant aspects of inclusion in Luxembourg.

The objective will be to identify the levers and obstacles that affect intrinsic motivation and, in a social context, the self-regulation skills of each of the actors in the school environment, the families and the pupils with special educational needs themselves, and to identify the elements that, ultimately, should guarantee the efficacy of inclusive education in Luxembourg.

In addition to the publication of the topical report part B, the current results and analyses have revealed other research topics for future research by the OEJQS. In accordance with a "lifespan" approach, an exploration of the situation of pupils with special educational needs in cycle 1 and of the transition towards independent living will complement the conclusions in this report.

Furthermore, taking into account our 3rd recommendation, an in-depth analysis of the processes involved in networking between the various actors will complement our current results.

Moreover, in view of the explanations for the data situation in Luxembourg, as outlined in chapter 3, the Observatory will undertake research on the criteria for the allocation of resources at every level.

Finally, we plan to extend the topic of inclusion to the extra-curricular systems that have an impact on children and young people.

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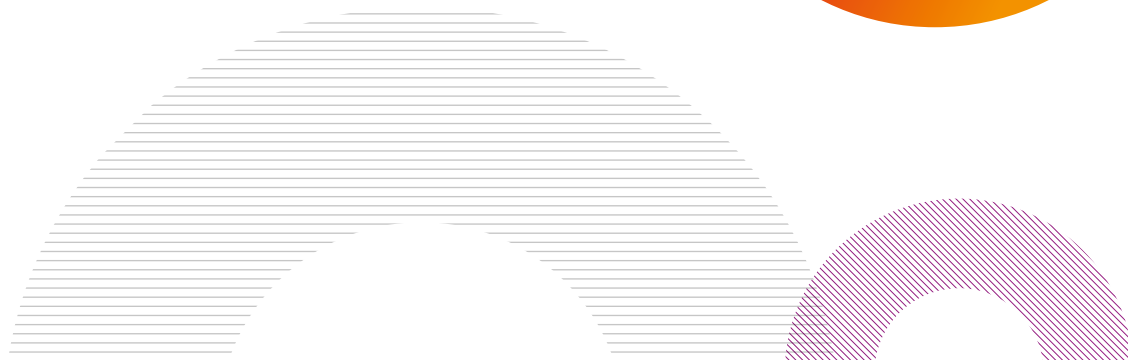
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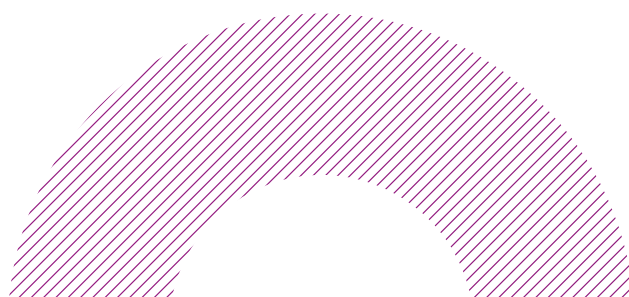
10. Annexe

Annexe A

DETAILED DESCRIPTION BASED ON A REVIEW OF THE LEGISLATIVE TEXTS FOR THE DUTIES OF THE VARIOUS ACTORS WITHIN THE SCHOOL ENVIRONMENT IN THE FIELD OF INCLUSION

DUTIES OF THE VARIOUS ACTORS WITHIN THE SCHOOL ENVIRONMENT IN THE FIELD OF INCLUSION			
DUTIES	I-EBS	ESEB	COMPETENCE CENTRES
ANALYSIS/DIAGNOSIS			
establishing the initial analysis of the situation of the pupils for whom provision of support needs to be made at a school level in conjunction with the educational team;	x		
general diagnosis		x	
conducting systematic screening within the Centre's specific area of expertise			x
making a specialist diagnosis or to ensure a specialist diagnosis is made			x
organising observation phases and to provide an opinion on the offer for schooling and guidance for the child or young person			x
PROVISION OF SUPPORT/ASSISTANCE			
the provision of support following an inclusive approach within the school for pupils with special educational needs	x		
assistance for pupils with special educational needs in their class	x		
intervention in a crisis situation		x	
ensuring early help and supporting the intervention and early support services			x
the provision of support to pupils with special educational needs as decreed by the CI		x	
making recommendations related to assistance			x
ensuring specialised ambulatory intervention in a primary or secondary school class			x
delivering differentiated and individualised teaching according to the pupil's special needs			x
organising specialised ambulatory interventions or differentiated and individualised teaching in a decentralised form by means of auxiliary premises			x
specialist provision of support in the form of rehabilitation and therapy			x
specialist provision of support in the form of specific learning workshops or learning workshops that complement the standard school offer			x
organising a professional preparatory offer			x
contributing to the organisation of adult education			x
supporting young people with special educational needs during their transition to working life			x
contributing to the development of subsidiary educational equipment and putting in place technical auxiliary aids related to the pupils' special needs			x

CONSULTATION/COMMUNICATION/COLLABORATION	I-EBS	ESEB	COMPETENCE CENTRES
consultation with the class teacher and the educational team concerned on the subject of the pupils in question	x		
communicating information to the parents of pupils with special educational needs with regard to the development of their child's learning	x		
being the platform that ensures parent networking			x
creating a network of therapists and practitioners providing support within the Centre's specific area of expertise			x
getting involved in networking between the Centres at a national level			x
ensuring the Centres collaborate with the National Office for Children and other state entities			x
being the contact platform for the actors and practitioners in one specific area that do not come under the direct authority of the State			x
getting involved in networking within the Greater Region and at an international level			x
ADVICE/INFORMATION	I-EBS	ESEB	COMPETENCE CENTRES
advising the staff at the education and care service for the children concerned on the relevant pupils	x		
advising the educational teams regarding the provision of support to the relevant pupils	x		
advising the class teacher and the educational team, the I-EBS and the school, as well as the parents concerned on the implementation of the differentiation and support measures as planned by the CI		x	
advising , upon request, a body that operates in the approved social, familial and therapeutic areas, the staff working in its approved service or issuing recommendations related to the assistance of a child who uses such a service			x
advising parents on the specialist provision of support and other interventions that could benefit their child			x
advising and guiding parents on subjects pertaining to their child's education	x		x
informing parents on the topics of specialist educational psychology			x
encouraging information and raising the awareness of primary and secondary schools with regard to specialist educational psychology			x
contributing to the initial and continuous training on specialist educational psychology for the staff employed in primary and secondary schools, as well as in the Centres			x
contributing to the organisation of adult education in the Centre's specific field of expertise			x
contributing , with regard to the Centre's specific field of expertise, to the development of recommendations and ministerial guidelines			x



OTHER	I-EBS	ESEB	COMPETENCE CENTRES
being the link to the inclusion commission	x		
suggesting to the CI that it should involve a specialist institution		x	
coordinating measures for the provision of support to pupils with special educational needs at a school level	x		
formulating an approach for managing pupils with special educational needs in terms of drafting the care protocol (protocole de soins – PDS) in consultation with the staff from the school, and from the education and care service for children	x		
actively following the evolutions in the field of specialist educational psychology and the associated disciplines and making the appropriate recommendations to the politicians responsible			x
getting involved in research and innovation within their specific field of expertise			x
contributing to the creation and management of a specialist documentation centre with regard to specialist educational psychology			x
designating , from among the Centre's staff providing specialist support, one person who is responsible for monitoring the child's or young person's file.			x
helping organise leisure activities			x

Annexe B

FREQUENCY OF ANSWERS TO THE ITEM ON TEACHERS' HESITATION TO INITIATE A SUPPORT REQUEST FOR A PUPIL WITH SPECIAL EDUCATIONAL NEEDS

ITEMS	% of Yes for primary school teachers (n = 249)	% of Yes for secondary school teachers (n = 233)
<i>Have you ever hesitated to initiate a support request (to an I-EBS, to the ESEB, or to the CI) for a pupil with special educational needs?</i>	37.2%	18.1%

ANSWERS: Yes (1) – No (0)

FREQUENCY OF ANSWERS TO THE ITEM RELATED TO THE EXPLANATIONS GIVEN ON TEACHERS' HESITATION TO INITIATE A SUPPORT REQUEST FOR A PUPIL WITH SPECIAL EDUCATIONAL NEEDS

ITEMS	% of Yes for primary school teachers (n = 249)	% of Yes for secondary school teachers (n = 233)
<i>The administrative procedures are not very effective.</i>	96.4%	74.2%
<i>The administrative procedures are time-consuming.</i>	98.8%	96.8%
<i>The results related to the support requests do not meet the expectations of people in the field.</i>	96.4%	80.6%
<i>The support and/or accommodations suggested are not in line with the resources available (premises, human resources).</i>	91.5%	90.3%
<i>The timeframes for the administrative procedures are too restrictive (for example, for submitting files to the CNI).</i>	89.2%	86.2%

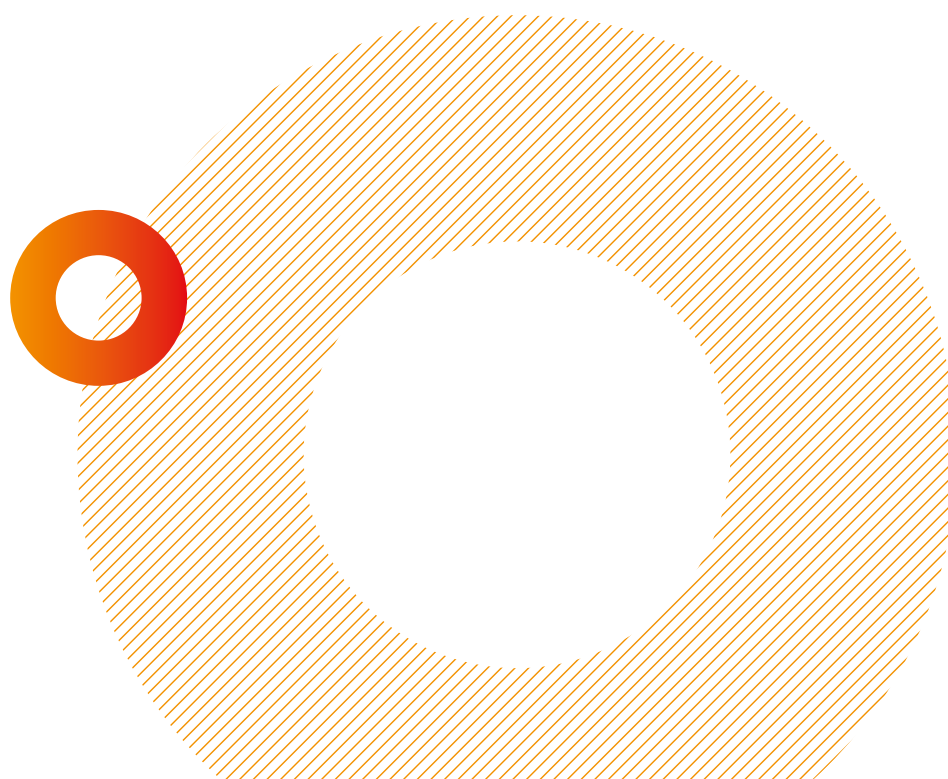
ANSWERS: Yes (1) – No (0)

FREQUENCY OF THE ANSWERS TO THE ITEMS QUALIFYING THE FOLLOW UP ON INCLUSION PROJECTS FOR PARENTS OF PUPILS WITH SEN

HOW WOULD YOU DESCRIBE THE FOLLOW-THROUGH OF YOUR CHILD'S INCLUSION PROJECT?	Parents of pupils with SEN in primary school (n = 65)		Parents of pupils with SEN in secondary schools (n = 64)	
	Mode	Frequency %	Mode	Frequency %
pleasant/unpleasant	pleasant	89.7%	pleasant	81.4%
motivating/discouraging	motivating	75%	motivating	63.6%
stimulating/boring	stimulating	86.8%	stimulating	67.6%
conceivable/inconceivable	conceivable	91.2%	conceivable	82.9%
realistic/laborious	realistic	55.3%	realistic	61.4%

FREQUENCY OF THE ANSWERS TO THE ITEMS QUALIFYING THE FOLLOW-THROUGH ON INCLUSION PROJECTS FOR THE TEACHERS

HOW WOULD YOU DESCRIBE THE FOLLOW-THROUGH OF PUPILS WITH SEN?	Teachers in primary education (n = 249)		Teachers in secondary education (n = 233)	
	Mode	Frequency %	Mode	Frequency %
pleasant/unpleasant	unpleasant	60,8%	unpleasant	54,2%
motivating/discouraging	discouraging	51,1%	motivating	54,7%
stimulating/boring	stimulating	87,4%	stimulating	76,9%
conceivable/inconceivable	conceivable	79,3%	conceivable	76,4%
realistic/laborious	laborious	69,1%	laborious	69,7%



DESCRIPTION OF THE DUTIES OF THE SERVICE FOR SCHOOLING OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND THOSE OF THE NATIONAL SERVICE FOR INCLUSIVE EDUCATION

DUTIES OF THE SERVICE FOR SCHOOLING OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS (S EBS)	DUTIES OF THE NATIONAL SERVICE FOR INCLUSIVE EDUCATION (SNEI)
<p>providing a link between the minister/ministry and</p> <ul style="list-style-type: none"> the actors at the various levels of the system for the provision of support to pupils with special educational needs; the colleges of directors for mainstream education and the Competence centres; the directorates of mainstream education and the Competence centres and the state or private, national or international partners who work in the field of children and young people with special educational needs. 	<p>collaboration with state or private, national or international partners who work in the field of inclusive education and provision of support to pupils with special educational needs.</p>
<p>platform for sharing and networking (horizontal and vertical);</p>	<p>networking between the actors within the system;</p> <p>organisation of and support for collaboration projects between the different actors within the system with or without the involvement of state or private, national or international partners who work in the field of inclusive education;</p>
<p>providing impetus in relation to the subject of provision of support to pupils with special educational needs;</p>	<p>promotion of inclusive education and development of the quality of the system by:</p>
<p>managing projects and organising key events;</p>	<p>coordinating and organising activities, projects and events related to the topics of inclusive education and the system;</p> <p>supporting the various actors within the system with the organisation of activities, projects and events related to the topics of inclusive education and the system;</p>
<p>coordination of the implementation of ministerial recommendations and guidelines regarding the specialist provision for pupils with special educational needs;</p>	<p>coordination of the formulation of ministerial recommendations and guidelines on inclusive education and provision of support to pupils with special educational needs;</p>
<p>advising the minister in the fields of specialist educational psychology;</p>	<p>the director advises the minister in the fields of inclusive education and on the development of the inclusive education system.</p>
<p>providing expertise and being a point of contact for other ministerial departments concerning the field of provision of support to pupils with special educational needs;</p>	<p>resources-service for the following actors within the system:</p> <ul style="list-style-type: none"> a. the Centres and the agency; b. the support teams for pupils with special educational needs; c. the specialised teachers for pupils with special educational needs d. the assistants for pupils with special educational needs.
<p>contributing to the presence and visibility of the system and the network of Competence centres;</p>	<p>raising awareness on the topic of inclusive education and providing information on the system;</p>

<p>representing the minister/ministry at a national and international level;</p>	<p>it represents the minister:</p> <p>1° within the college of directors for primary education, secondary education and the Centres;</p> <p>2° vis-à-vis the various actors within the system;</p> <p>3° vis-à-vis the state or private, national or international partners who work in the field of children and young people with special educational needs.</p>
<p>resource-service for the Competence centres for specialised psychopedagogy and their college of directors as well as for the National inclusion commission.</p>	<p>the SNEI supports the college of directors for the Centres, the CNI and the CAR in the execution of their respective duties.</p>
<p>the collection of relevant statistics.</p>	<p>compiling statistics in relation to the subject of inclusive education and the provision of support to pupils with special educational needs;</p>
<p>organisation and coordination of research projects.</p>	<p>organisation, coordination and completion of research and evaluation projects within the fields of inclusive education and provision of support to pupils with special educational needs;</p>
<p>overall management of the budget for the network of Competence centres and the National inclusion commission (CNI);</p>	<p>involvement in the initial and continuous training within the fields of inclusive education and the provision of support to pupils with special educational needs;</p>
<p>parliamentary questions;</p>	<p>drawing up a reference framework for the system, validated by the minister.</p>
<p>drawing up legislative and regulatory texts on the subject of provision of support to pupils with special educational needs;</p>	
<p>planning the recruitment and assignments of the staff at the Competence centres;</p>	
<p>the medical-social service of the S-EBS contributes to the compulsory school medical check-ups for the pupils at the Competence centres and offers individualised advice and information to the pupils and their families, as well as assistance and guidance on any social, familial, educational and administrative questions and difficulties.</p>	
<p>Source: Presentation of the Service on the internal portal for Menje and LEARN Newsletter 11 of 2023 (interview with the director of the General directorate for inclusion and for the S-EBS).</p>	<p>Source: draft law 8169</p>



The reference framework for school quality

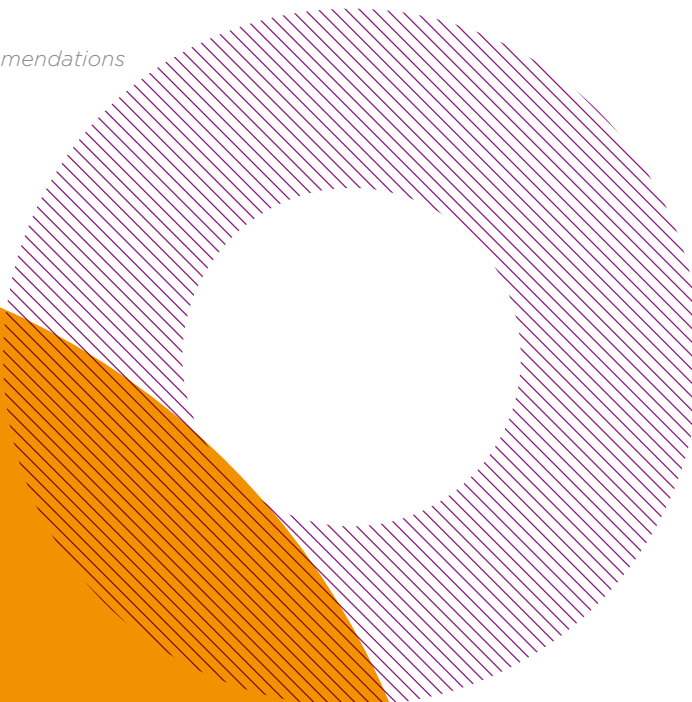
A REFERENCE FRAMEWORK TO GUARANTEE THE COHERENCE OF THE INITIATIVES FOR IMPROVING THE QUALITY OF THE SCHOOL SYSTEM

Why is it important to have a reference framework for the development of school quality as well as steering the school system?

In the world of education, a reference framework identifies and defines all of the relevant elements in relation to school quality. It is a tool that makes it possible, for example, to describe the normative concepts of a good quality school. It can also be used to bring global clarification to the school system. The framework also has a guidance function, in as far as it encourages all the school actors (the education policy, the general directorates of the ministry of education, the school staff, the support systems, teacher training etc.) to guide their professional activities according to the framework. This shared understanding (vision) of school quality is important to make the actions of the various actors within the school environment meaningful and cohesive. Furthermore, the framework provides a direction for the planning and design processes, within the context of developing the school and teaching culture, the schools' internal assessment measures, advice and support for schools by the general directorates of the ministry of education, the design of the observation instruments and the control criteria for external evaluations, the setting of objectives of the school development plan, the conceptualisation of the initial training of teaching staff on the development of school quality, the conceptualisation of the offers for continuing training and support, as well as the measures for the educational policy and the initiatives for the school administration (see Gärtner, 2016, p.113, free translation).

If all the actors within the school environment guide their actions effectively based on a common reference framework, this will result in remarkable synergy effects in terms of guaranteeing the coherence and alignment of the various actors' initiatives to improve the quality of the school system and to shape the way the system is run based on solid evidence.

Source: OEJQS (2023): Synthesis of the recommendations







IMPRESSUM

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